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A Survey of Reading Material for Neo-literates in India

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SERIES NO: 27
February, 1957

Ed19

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Foreword

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Ever since its foundation ten years ago, the United Nations Educational, Scientific and Cultural Organisation has been trying to promote international understanding and cooperation among the people of the world through its programmes. This, it has done among other ways, by promoting social and cultural development of communities specially in the economically underdeveloped countries. This great and urgent task is retarded by the lack of sufficiently attractive and useful reading material for wide distribution at moderate cost. Consequently many literates relapse into illiteracy soon after leaving the primary schools and literacy classes. Moreover among ancient communities like many peoples of South and South East Asia there is a danger of the falling of standards of popular culture, based on oral tradition and old values, unless the new habit of reading is fed and nurtured by reading materials of sufficiently high quality.

To meet this difficulty UNESCO in 1955-56 undertook a programme of assistance to member States in the field of preparation and production of reading material for new-literates. As part of that programme a survey of the problems connected with the production of reading material for new literates was undertaken in India. The work of carrying out this survey and preparing a report was entrusted to the Jamia Millia Islamia and the Indian Adult Education Association after consultation with the Government of India. The National report served as a basis of discussion at the Seminar of experts in the production and distribution of reading material, held at Murree (Pakistan) in June 1956. This seminar was attended by experts from Burma, Ceylon, India and Pakistan as well as representatives of certain Foundations and Agencies working in this field.

The present survey contains useful material about the agencies which are doing this work in India and it describes their important activities in the production of reading material for new literates. The survey also indicates what materials these agencies have produced and also the difficulties encountered in this connection. The Indian report contains suggestions about the important and pressing need for producing reading materials for new-literates and also outlines briefly the programme which might be undertaken in this country in order to develop the work of providing good reading to the massess of people.

I am very happy that this report is being published and hope that it will serve to focus the attention of the authors, publishers and social education agencies to this important problem.

UNESCO is very much interested in the work that is being done in India to fight illiteracy and to raise the cultural level of people. It is hoped that UNESCO'S efforts in this field will contribute to these objectives and at the same time foster international understanding and cooperation.

Vigyan Bhawan
NEW DELHI.
20th November, 1956.

PREM KIRPAL
Director
Department of Cultural Activities
UNESCO

Acknowledgement

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The problem of providing suitable reading material to neo-literates has been a matter of serious concern to literacy workers in India. Much of the literature that is produced for neo-literates by various agencies, literacy workers have found, do not, in fact, appear to be specially meant for neo-literates; nor is there any evidence that the agencies which produce this literature are aware of the peculiar needs of neo-literates. Thus considarable literature, of dubious utility to neo-literates, is dumped on the market and many Governments because of the lack of any other reading material buy these publications by the thousands.

Bearing in mind the deleterious effect this has on both literacy workers and the aspiring literates, the Indian Adult Education Association has been attempting to focus the need of special quality of literature necessary for post literacy work. One of the first steps it took was to convene a seminar in 1952 which considered the various aspects involved in the production of literature for neo-literates. The seminar made valuable recommendations and to a great extent this enabled literacy workers to discriminate between what was useful to neo-literates and what was not.

Besides the Seminar, the Association has stroven in other ways also to see that people who buy books and people who produce them do so bearing in mind the canons of scientific criteria of reading material for neo-literates. A culmination of this effort was a resolution moved by Prof. Mujeeb, Vice-

chancellor of the Jamia Millia at a meeting of the Indian National Commission for Cooperation with UNESCO held in 1956. The resolution read as follows :—

"Considerable amount of reading material for the neo-literate adults exists in India in almost all the regional languages. But so far this vast amount of literature lacks a scientific basis. The needs and interests of the readers have not been studied scientifically and the existing material has not been evaluated The material under production is not pre-tested It is, therefore, proposed that in order to guide the agencies producing such material in India, UNESCO should undertake the following :—

1. Evaluation of the prevalent methods of teaching, reading and writing to the illiterate adults.

2. Study of the skill of adults at various levels of literacy.

3. Study of reading interests of neo-literates.

4. Evaluation of 'Supplementary' and 'Follow-up' books.

5. Enunciation of guiding principles for production of reading material according to Indian conditions and preparation of 'specimen materials' on lines of these principles.

6. To evolve simple techniques of testing and evaluation of reading material.

7. Evaluation of libraries and other distributing services.

8. Preparation of a bibliography of effective 'basic reading material' and 'readable Supplementary' ; and 'follow-up' books".

Soon after, the Association and the Jamia Millia jointly entered into a contract with UNESCO to prepare firstly a National Report on the literature that is available in the country for the neo-literates and subsequently qualitative assessment of the literature, in the Hindi speaking areas.

This National Report, prepared by Shri Mushtaq Ahmed, Director of Research, Training and Production Centre, Jamia Millia served as a back-ground paper for a Seminar of Experts in Reading Material for neo-literates from South-East Asian countries which UNESCO had convened in June, 1956 in Murree (Pakistan). The Report, the Association felt, would be of considerable interest not only to adult education workers, but also to the publishing agencies and, consequently, decided to publish it.

The Association is grateful to UNESCO for permitting it to publish the Report. It is also thankful to the Director of the Department of Cultural Activities, Shri P. N. Kirpal, who snatched a few hours in the course of his busy days during the UNESCO General Conference in Delhi, to write a brilliant Foreword to the publication.

This publication, the Association hopes, will serve to emphasise some of the difficulties, which publishers of the literature for neo-literates, face in the country. It also hopes that the Report will highlight the need for scientific basis in the preparation of such material.

30, Faiz Bazar,
Delhi.
November 22, 1956

S. C. DUTTA
General Secretary
Indian Adult Education Association

Introduction

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Unesco has initiated several activities in the field of fundamental education and dissemination of culture. As a corollory to these activities Unesco has started a project for the production of reading material for new literate adults in India, Burma, Pakistan and Ceylon. In the execution of this project several stage have been foreseen, including the preparation of National Reports by competent people of four countries where Unesco has decided to concentrate action, These reports on the basis of which future action would be taken by Unesco are to make detailed surveys of the problems connected with the production of reading material for new literates.

The work of preparing the National Report for India was entrusted to the Jamia Millia Islamia and the Indian Adult Education Association, through the Union Ministry of Education. The work was taken in hand on the 24th September 1955 and report was submitted to Unesco on the 7th February, 1956.

This is a preliminary survey of work done in the field of production of reading materials for new literate adult in India. It deals with

(*a*) the important agencies producing the material,
(*b*) the procedure they adopt in producing them,
(*c*) the material they have produced, and
(*d*) the difficulties they are facing in this connection.

In the end, it suggests the most important and pressing need in connection with the production of material and gives a brief outline of the work that needs to be done in the immediate future.

Procedure adopted to collect data.

In order to get first-hand information, I made a tour of all the State of India, which are doing any appreciable work in this field. I tried to contact in every State the main agencies, official and non-official, producing and using the material and

discussed the problem relating to the production and use of such material with

Organizers of literacy campaigns
Heads of Production Units
Supervisors of Social Education Centres
Librarians
New literate adults, both rural and urban, on whom the material was tried out.

A list, giving the names of States, agencies and/or individuals contacted, is given as Annexure A.

An "Open ended," schedule was also prepared, covering all the important aspects of "production". This was filled up, after discussion with the users and the producers of materials in each State. A copy of the questionnaire is attached as Annexure B.

Limitations.

The problems concerning the production and use of reading materials, in all the languages of India, are huge and complex. A thorough analysis will require much more time and a much more detailed study. Also, a detailed study of the rural and urban library services, the selection and the training of literacy teachers and supervisions, the method of payment to them and scientific evaluation of the material will be necessary. This survey should, therefore, not be considered as a complete and detailed study of all the problems in the field of material production, but rather a preliminary survey dealing with the broad points of interest and the most urgent needs in this field.

In preparing this report my thanks are due to the Directors of Public Instruction and the Social Education Officers of the States I visited. They made excellent arrangements for me to visit literacy classes and to meet and discuss problems with the people who were closely connected with the work. I am also grateful to the voluntary organizations, specially the Literacy House, Allahabad now in Lucknow ; Bengal Mass Education

Society, Calcutta; West Bengal Adult Education Association, Calcutta; Mysore State Adult Education Council, Mysore; South Indian Adult Education Association, Madras; Andhra Saraswatha Parishad, Hyderabad; and the Bombay City Social Education Committee, Bombay; for their willing co-operation and help in furnishing necesaary details of their production progress. I must also thank Mr. Subal Kumar Basu (Rama Krishna Mission, Sorisha, Bengal), Mr. Jabindra Kumar Dey (Headmaster, Jora Aswasthatala Vidyalya, Bally) Mr. Perumal Mudaliar (Principal, Teachers' College Madras), Mr. C. R. Paramesh (Lecturer in Psychology, Government Art College, Madras), Mr. Janaradhana Nair (District Inspector of Social Education. Trivendrum) Mr. Vishnu Dutt Pachori (Divisional Welfare Officer, Nagpur)—all ex-trainees of the Unesco Group Training Centre, Mysore, who met me in their States, introduced me to various workers and accompanied me to villages as willing interpreters, in the techniques of which they were trained at Mysore. My thanks are also due to Mr. V.S. Mathur General Secretary, Indian Adult Education Association and Director, Asian Trade Union College, Calcutta, who arranged to show me the excellent Community Centre, organized among the dock workers of Calcutta by the College and to Mr. G. L. Shukla, (Director Social Welfare Department, Nagpur), who made arrangement for me to visit as many Community Centres as I wanted and who introduced me to many prominent workers in his State.

Mushtaq Ahmed
Director
Research, Training and Production Centre,
Jamia Millia, Delhi.

CHAPTER I

Agencies engaged in the production of reading materials.

A list of agencies, official, semi-official, voluntary organizations and private publishers engaged in the production of reading material for new-literate adults is given as annexure C. This list lays no claim to completeness though an effort has been made to cover all important agencies.

1. Set up.

These agencies may be grouped separately as follows according to their set up :

Agencies having a separate production unit :

(i) Directorate of Social Welfare, Nagpur.

The unit consists of :

1 production and publicity officer
2 sub-editors
2 writers
1 artist
clerical staff.

(ii) Idara Talim-O-Taraqqi, Jamia Millia, Delhi

The unit consists of :

1 director of production

2 editors
2 artists
clerical staff.

(iii) Literacy House, Allahabad (now in Lucknow).

The unit consists of:
1 administrator (as adviser)
1 chief editor
1 artist
clerical staff.

(b) Agencies having an advisory or a consultative committee and the administrative staff responsible for production.

(i) Bombay City Social Education Committee, Bombay.

It has a literature sub-committee which consists of public men having general experience in social education. It is guided by 4 language sub-committees, one each for Hindi, Gujerati, Marathi and Urdu.

(ii) Education Department (Adult Education Section), Madras.

(c) Agencies having a committee as well as a production unit:

(i) Planning, Research and Action Centre, Lucknow.

It has a literature production committee, consisting of the representatives of :

The Research Centre
Education Department
Information Directorate
All India Radio, Rural Section
Social Education Department.

The production unit consists of an editor and 2 artists.

All manuscripts are prepared by the unit. The committee suggests to the unit suitable titles. The unit itself did the printing in the beginning but now it has entered into a contract with a private publisher of Banaras.

(ii) Adult Education Board, Bihar, Patna.
It has an adult literature committee consisting of :

The Secretary, Adult Education Board
The publication Officer.
The production unit consists of :
1 publication officer
1 language Expert
1 literature officer
1 artist
clerical staff.

All the manuscripts go to the committee for review before publication.

(iii) Mysore State Adult Education Council, Mysore.

It has a publication committee consisting of :

Representative of the Mysore University

A representative of the Education Department

A medical practitioner

A politician and ex-editor of 'Belaku' (Periodical for new literates).

The production unit consists of :

1 chief editor
1 sub-editor
1 research assistant (temporary)
1 artist
clerical staff.

Manuscripts are invited from the authors, reviewed by the Committee and then edited and published by the production unit.

(d) Organizations where a single individual (the manager or the proprietor) has the final say.

Most of the private publishers and individuals may be grouped under this section. They invite manuscripts from authors, revise them if they feel it necessary, and then publish them.

2. Training.

Very few members of the advisory or the consultative committees, the staff of production units, the mana-

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gers or the proprietors of private firms have specialized training in the techniques of material production. Some of them have made detailed study of the techniques of production and are well qualified educationally. The majority of private publishers rely upon government notifications for the choice of topics and follow the standard of language and lay-out of books approved by government for the village libraries. To most of them the only criteria of "readability" is "big type" and "easy language" of which, however, they have little scientific knowledge.

3. Field experience.

Where a production unit is part of a Social Education Department, member of its staff do have the opportunity to visit the field, study the life of the people from close quarters, assess their needs and interests and see their material in action. But unfortunately this opportunity is seldom availed of. The production staff seldom visits the villages. They take it for granted that the material they produce serve their purpose. In some places indirect effort are made to judge the "efficacy" and "the suitability" of their material through the field staff (supervisors, inspectors or welfare officers)—this too through casual talks. No systematic effort is made for this purpose.

Most of the members of advisory committees are educationally well qualified. But they have little experience in material production or teaching the adults to read and write. Moreover, they are busy people and seldom get time to go to the field to try out a book or watch a teacher taking an adult class or an adult reading a book. However, this technical know-how may not be expected from them, as they are there only to advise in

regard to the general suitability of the subject, selection of author, remuneration to be paid to them and the printing arrangement.

The private publishers have entered this field recently and, except a few, do not have a clear idea of the attainments, difficulties and interests of the new-literate. As mentioned before, they depend upon government notifications for the choice of a subject and entrust the work of writing the manuscript to some author. But it must be said to their credit that they are alive to their limitations and are willing to improve their publications, only if they are sure of the market. Recently, the Samaj Shikshan Prakashan, Delhi, has brought out an attractive and well graded series of supplementary books for the post literacy stage. The private publishers have specialized in the art of physical get-up and some of the finest books have been produced by them.

4. Guidance to authors.

The agencies mentioned in Section 1, specially the official and the semi-official ones, provide guidance to authors, when they are asked to submit manuscripts to them. These instructions are sometimes vague, sometimes definite, as the following extracts from a few notification will show :

(a) "The literature is primarily meant for the village folk and it should, therefore, be in *simple basic vocabulary.*'

Directions issued by the Director of Public Instruction, Hyderabad.

(b) "The following points should be borne in

mind by the authors :

(i) The subject matter of the books should be *interesting* to the adult.

(ii) The style should be *simple and idiomatic.*

(iii) Sentences should be short and *forceful.*

(iv) Technical terms should be avoided as far as possible.

(v) The book may be in any form "*narrative descriptive, dialogue, story, drama,* etc."

Directions issued by the Director of Public Instruction, Madras.

(c) "The Committee has prepared a rough outline of subjects for the proposed social Education literature—it will be seen that the objects underlying the list is to build up literature which should promote desirable attitude and wholesome sentiments covering every aspect of the common man.

The following points have been generally suggested to give some idea as to the principles to be kept in view in preparing reading matter for the adults :

1. Positive presentation ; easy vocabulary :

   Avoiding difficult words.

2. Simple sentence.
3. Short sentence.
4. Unnecessary phrases to be omitted.
5. Comparison should be made with familiar things.

6. Present tense wherever possible.
7. Use of folklore and folk ways.
8. Use of rhythm.
9. Frequent use of humour.
10. Write to one person and not to the whole world at large.
11. Put yourself in the reader's place.
12. Use a fable or a parable whenever possible.
13. Be reliable, authentic and up to date with factual matter.

The style and diction for the presentation of the subject matter should be simple in order that the new literates can read with ease and interest."

Extract from the Bombay City Social Education Committee's scheme for cheap and useful Social Education literature for new literates.

Some of these suggestions prove a helpful "reminder" to authors, already trained and experienced in the art of simple writing and having field experience as their background. But an author fresh in this line may find it difficult to digest these suggestions, specially if he has little background of field experience. Most of the authors have little experience of teaching the adults to read; they seldom visit a literacy class in action; they have seldom sat close to a new literate and watched him reading a book. The majority of authors writing for the adults are city born. Though they may have a general idea of the problems facing the adults in rural areas they cannot be expected to have real insight into their day-to-day difficulties and problems. The advice or the suggestions

they offer are of a general nature and not closely related with the needs and interests of readers.

It may not be out of place to give an example. While touring India to collect necessary data for preparing this report, I went to meet a few new literates about 3 miles outside the city of Allahabad. I had 5 follow-up books with me on different topics, all having similar covers. I met 7 Harijans, who had been issued literacy certificates (by the Literacy House, Lucknow) and were very keen to possess books and read them. I placed the books before them and asked which of them they would like to read. Five of them selected a book "Our Home" (Hamara Ghar) and gave the following reasons for selecting it :

> "It will tell us how to build a good house cheaply and I have a small plot of land and a little money."

> "We have heard that there should be windows in the house and seperate places for different purposes. This may give me an idea of such a house."

> "My chief concern is my bulls. If I tie them outside somebody may steal them. I would like to have a house with enough space for all of us. This may give me some new idea."

But the book only dealt with houses in which men used to live 1,000 years ago !

There may be some readers who may be interested in such general studies. But it will be better if we are clear for whom we are writing and with what purpose.

5. Checking the authenticity of factual information.

Some of the agencies take elaborate care to see that factual information is correct. They send the manuscripts to technical experts for checking facts before printing it. But most of them just depend upon the author and do not take necessary steps to check the correctness of facts.

6. Resources available to and difficulties faced by agencies

Twentyfive agencies were interviewed to find out the specific reasons for not achieving their production targets. Most of them gave more than one reason for it. An analysis of their answers is given below:

Reasons Given	Number of Agencies giving the reason
Lack of finances	9
Lack of trained production staff	3
Lack of trained writers	7
Lack of artists	11
Lack of printing facilities	5
Lack of printing paper	1
Insufficiency of demand	4

The government, the semi-governmental agencies and the private publishers do have the necessary funds. But voluntary organizations and private individuals are handicapped in this respect. There is no doubt that they will be able to produce a great deal more if they are helped financially, especially to carry out a particular project. I have met a few individuals who have devoted themselves selflessly to the cause of literacy teaching. Some of them are also carrying out small experiments in teaching the adults to read and write in their own way. If a little financial

help and recognition of their services is forthcoming they are likely to make a useful contribution to the growth of popular literature.

Most private publishers complained of high postal rate. A book costing 12 annas costs just as much more to send by post. This discourages individual buyers. Similarly, some of them face difficulties in booking the parcels by train. They also complained that the freight charges are high. At least the question of reducing the postal charges may be taken up by the Ministry of Education with the appropriate government department.

Only one agency has mentioned the lack of printing paper. Most of them are of opinion that enough paper is available of every quality, in every size throughout India. The fact, however, remains that the supply of good printing paper cannot cope with the increasing demand for it. There are occasions when the printing of important materials is held up for a considerable period because good printing paper is not available.

The printing facilities are getting better day by day. The foundaries are making better types of every size and much more artistic in design. There are printers in every big city who have specialized in the art of layout designing and general get-up. But on the whole the position cannot be said to be very satisfactory. The majority of the printing presses have little knowledge of the techniques of good lay-out and designing and their role in making a book readable.

However, when the printing is bad it is not always the fault of the printer. Often he is not given enough time,

the book is simply rushed through by the publisher and on the top of it all he is not paid well.

Most of the agencies interviewed feel that there is no lack of technically qualified writers and production staff. The reading material produced by various agencies have not been evaluated so far. The agencies which also organize field work and have a scientific approach (*e.g.*, Literacy House, Lucknow; Allahabad Agricultural Institute) do have ideas regarding the suitability of the material they produce. Some of these agencies continuously try to improve them as well. But the agencies which have no field work naturally have no yard-stick but the market; and the community projects, the Panchayats and the libraries buy quite a lot of it. It is, therefore, commonly believed that because it sells it must be good.

However, as a matter of fact there is a serious lack of trained writers who may be understood and enjoyed by the new literates and who have a clear conception of the 4 Ws.

Whom are they writing for ?

Why are they writing ?

What are they writing ? How much do the people know about the subject already. Is that what they want to know ? and

With what result ? Does the book serve the purpose for which it has been written ? Is it readable ?

As many as 11 agencies have, however, said that there is a lack of artists. But perhaps what most of them mean is not the lack of trained book illustrators, who may

be understood by the illiterate or the new literate villagers, but artists who will draw on their terms ! Artists who can illustrate a text with simplicity, clarity and force seem to be very few. It is difficult to find a book out of the huge mass, having simple and forceful illustrations, *e.g.*, like those in the Spanish publications of the Pan-American Union, Washington, especially "La Vireula". There may be a few artists who can draw for our simple village people, but none of the agencies seem to commission them.

As already mentioned, the community projects, the social education departments and the libraries buy quite a lot of the reading material produced for new literate adults. It can be safely said that now there is a fair market for it, though the number of individual buyers are few and far between.

However, personal judgment on the suitability of illustrations and topics and the readability of the materials so far produced, may not be of much help. The materials, both text and illustrations, should be scientifically evaluated, not according to any set principles or formulas, but in the actual field.

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CHAPTER II

The reading material

The reading material for new literates may be divided into the following 3 categories :

1. Primers
2. Supplementary books
3. Follow-up books.

1 Primers.

A list of primers based on the main methods of teaching reading, and writing to adults in India, together with a short description of the methods used, is given as Annexure D.

Majority of the primers used in India àre based on the traditional method, with small innovations here and there. Some select the most common letters and teach them first by sheer drill, making words through combination and permutation of letters introduced. Some select letters all beginning with a basic symbol (sometimes of course far-fetched) like the 0 (Zero) method of "Vigjan Bhikshu" of Calcutta (see Annexure D. 5). Others select those letters first which are easy to write and which group together because of similarity in shape. This is the method preferred by the Mysore Adult Education Council (see Annexure D. 6). Yet another starts from a sentence, but collapses into letter teaching after ten minutes, like "Tomar method" used in Madhya Pradesh.

In addition to the traditional methods there are a few other methods used in India, having distinctive features. A few of these are described below.

(a) The Laubach method

The "Letter-picture-association method", commonly known as the Laubach method (see Annexure D. 1), is the most common, at least in the South. The advantage of this method seems to be that the emphasis is on "word recognition" and not on the drilling of letters. I have been told by some literacy teachers that, though there is not much natural resemblance between the shape of the letters and the shape of the pictures, which seems to be the basic theory behind the method, the students are able to recall to memory the shape of a letter, if reminded of the picture. For instance, they would recollect D, if reminded that it is the "Darati Wala" (the D of Darati). The instruction of new words is on a controlled basis and every new word is repeated 5 to 6 times.

Apart from its weak psychological basis, the method has the disadvantages that in most cases there is no natural resemblance between the picture and the shape of the letter. Moreover the "new words" are drilled through sentences which have a similar organisation and it is rather easier to 'memorise' them than 'to recognize' them at sight. Though the sentences are "meaningful", yet the "meaning" has little relation to the life of adults. There is little adult appeal in the sentences. There is no food for thought, so to say. This may retard the development of the abilities to comprehend and think critically. Here is an example of the sentences used in order to repeat a word:

The *elephant* is of the lawyer.
the elephant is of the king.
the elephant is of grandfather (paternal).
the elephant is of grandfather (maternal).
the lawyer *brings* the flag.
the king brings the flag.
grandfather (paternal) brings the flag.
grandfather (maternal) brings the flag.
the *stork* comes.
the stork goes.
the stork eats.
the stork drinks.

Another disadvantage, that I have been told of, is that the student cannot read with the same ease and fluency other material besides the Annand Series (prepared by Literacy House as supplementary and follow-up books to the Primers) and they remain weak in writing,

However, the Literacy House workers do not themselves consider this method as "perfect". They are making continuous efforts to revise and improve it and not only welcome but invite criticism.

(b) **The Pathik method.**

Pathik first creates an "atmosphere" in the class by his interesting heart-to-heart talk and the chorus (see Annexure D. 2.). Most of his songs have a religious and cultural touch which, I was told by some teachers in Allahabad, appeal much to the villagers, *e.g.*

The pen wrote the story of the	COUNTRY
The pen wrote the story of our	DOWNFALL
The pen wrote prayer, worship and	HAWAN

* *Page 8 of the latest revised manuscript of the Primer*

The pen wrote the story of RELIGION
The pen wrote the story of BIRTH
The pen wrote the story of DEATH

It becomes easier for the students to remember the "key words" because of the rhythm. These are then analysed into their component parts. In the above song the key words are COUNTRY, DOWNFALL, HAWAN RELIGION, BIRTH and DEATH. In Hindi they are all 3-letter words and the total number of letters, out of which these 6 words are made, is only 8. The students will now learn these 8 letters through words and sentences made by combination and permutation of these letters and words.

Effort has been made to select the drill words which are close to the life of villagers and commonly used by them. Similarly, though there is no continuous thought in the drill sentences, the author has tried to introduce adult concept touching upon a controversial problem, repeating an accepted truth, or offering a piece of advice. The following are examples :

Words : Water, plough, to drive (an animal or a cart), grand-mother, farm-labourer*.

Sentences : To do away with caste and creed.
Not to talk of failure or success.
Whenever do (something, first) inform and do
To know about religious practices.
To know the administration of the country.

---

* *Page 6 of Chart Pothi.*

Do what you say.
Not to argue.[1]

While going through the Teachers' Guide, one gets the impression that the success of this method depends not only on a well-trained teacher but on a teacher who has a bundle of ready tit-bits, humour and wit and is full of zeal and enthusiasm. It will be interesting to watch the primers and charts in the hands of a primary school teacher who is either paid Rupees 15/- a month or Rupees 3/- per adult made literate and who is in a hurry to go back to his family and home after "wrestling "with children in the school all day. Pathik, however, assures me that even an average teacher is using this method with good results.

The charts have not been revised since they were first published.

Pathik is now planning to evolve another method.

(c) **The Mande method.**

This is a pure "Global method". The primer has different verses on every page, mostly from the epics, which are very popular in the rural areas of Uttar Pradesh. The language used may be said to be the language of the people. The verses have a religious and cultural touch :

Everybody takes the name of Ram
A highway man, a gentleman and a thief,
But O Tulsi ! He is not to be attracted without love.[2]

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1. *Page 7 of Chart Pothi.*
2. *Pahli Pothi (Book 1) Page 12.*

Or

Patience, principles, friends and woman.
can only be tested in difficulties.[1]

Or

Do not do injustice to the helpless
His sigh of agony is powerful
From the breath of dead leather.*[2]
Even iron is burnt to ashes.

But it is not clear how the mechanics of reading are to be taught to the students. The author says in the introduction of Book II.

> "According to our scheme, letter recognition is done through songs. The students recognise the letters and the vowel signs in a month while reading the songs and looking at the letters. Our teachers should never bother to make the students recognize the letters permanently, because this is just a confusion created by the old methods of teaching."

But the scheme of the introduction and repetition of new words (see Annexure D. 3) and letters does not indicate how the students would be able to recognise the letters and the vowel signs in a month by "looking at them." The following table shows the introduction and the repetition of letters and vowel signs in the first 4 lessons of the First Book :

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* Blacksmith's bellows.

1 Pahli Pothi (Book 1) Page 13.

2 Pahli Pothi (Book 1) Page 16.

Lesson No.	New Letters	Repetition times	Vowel signs	Repetition
1	र	5*+4†+3×		
	म	2 +2*+5 +2×	ा	2 +7*×5†+1×
	ल	1 +3†	ी	¦×1*+3†
	ळ			
	न	3 +1*+3†	ो	1 +3†+5×
	अ	1 +1*		1*+2×
	क	1 +1†+2×		
	य			
	ब	1*		
	ह	1×		
2	ळ	1 +3†		
	प	2 +2†+1×		
	त	3	ि	1 +1†+2×
	व			1
	स	1†	ु	1×
3	ग	4×		
	ष	*1×		
	ण	1×		
4	द	4		2
	व	3		

* repeated in Lesson 2

† repeated in Lesson 3

× repeated in Lesson 4

It will be seen that the 1st lesson contains 10 new letters and 4 new vowel signs. Out of these one has been repeated 3 times the rest even less. On the second day 5 new letters and 3 new vowel signs have been introduced. Out of these only one has been repeated 3 times ; 1 letter and 1 vowel sign introduced on the first day get sufficient repetition. 3 new letters have been introduced on the 3rd day ; none are repeated. The two letters of the 1st day sufficiently repeated on the 2nd day, get ample repetition again. Out of the 20 letters and 8 vowel signs introduced, only 4 letters and 2 vowel signs get enough repetition. The "neglected" remain neglected."

There is one more point to be considered. The author seems to be trying to develop among the students the habit of seeing words and sentences as a whole. At the same time he contends that they will be able to recognize the letters in a month by 'looking' at them. In other words, they will see in "parts" and not in "wholes" It is difficult to reconcile both theories. It may be argued that because "Hindi" is a phonetic language, they will pick up the letters by themselves. But our experience in teaching the adults to read the Kannada language, through the Global Method, leads to a contrary view. Kannada also is a phonetic language and though we employed flash cards and other teaching devices to teach adults the letters as well we found that it was after all not so easy.

Anyhow I think Mande's effort to break away from the traditional method of teaching reading to adults, to experiment in a new method, and to select well-known and interesting verses for the text, is praiseworthy.

2. The supplementary books.

A list of the first-stage supplementary books is given as Annexure E.

It is necessary to explain here what kind of books have been classified under this heading. The entire period of literacy teaching in India is generally divided into 3 stages.

Literacy stage.	Material to *teach the basic skill of reading and writing* are used at this stage, which generally lasts from 2½ to 3 months, or 50 to 60 hours, at 20 teaching hours a month.
Post-literacy stage.	Simple books on various topics, to *develop the skill of reading and writing further*, are used in the class at this stage, which lasts on an average for 3 months, or 60 hours.
	Thus the total period of teaching in the class comes to 5½ to 6 months, or 110 to 120 hours. There are, however, exceptions: *e.g.* in Madhya Pradesh the total period of teaching in the class is 10 months.
Follow-up stage	The student is now out of the formal class. A library consisting of follow-up books on various topics, written in simple language, is provided. The student is expected to make use of these books

for recreational reading, general knowledge and information, and for improving his reading skill still further.

There are sufficient number of books which may be suitable for the second half of the post-literacy stage. But very little material has been prepared which is suitable for the first half period. The books which, in my opinion are suitable for use during the first half of the post-literacy stage have been classified as "first-stage supplementary books". It is difficult to fix any definite criteria for the selection of such book, as no common criteria have been laid down by producer of this type of material themselves.

However, I have kept in view the following broad criteria for selecting books under this heading:

(a) The text should not occupy more than half of the total space. The rest should be covered by simple, attractive and forceful illustrations.

(b) The idea should be very simple.

(c) The theme selected should be very close to the every day problems of the people.

(d) If the book is lengthy it should be divided into small independent units.

(e) The sentences should be short.

(f) Only the most common words should be used.

(g) The number of conjunct constants should not be too many.

(h) The type should be less than 24 points.

(Attractive cover page and good print is considered a prerequisite of all material for new literates).

When judged in the light of the above criteria, the number of first-stage supplementary books for the first half of the post-literacy stage are few and far between. Out of the total Hindi production, 14 books have been found suitable to be classified as "first-stage supplementary books", according to the criteria set above.

This stage is vital for developing reading skills and a desire for further learning. If the philosophy "Variety is life" is true in the case of follow-up books, I think it is equally true for the supplementary books. There should, therefore, be many more readable books for adults at this stage of literacy.

3. The follow-up books

A vast amount of follow-up reading material for new literate adults has been produced in India, specially in the Hindi language. Perhaps the first planned effort was made in 1936, when the first Congress ministers came into power, by Dr. Syed Mohmud then Minister of Education in Bihar. About 100 pamphlets, each 10—12 pages of crown 8 vo size, were produced in Hindustani under his guidance on various topics of interest, costing an anna each. But the project was abandoned soon after the Congress ministeries resigned. In recent years the greatest fillip came from the Union Ministry of Education in 1950. Early that year the ministry entered into an agreement

with the Idara Talim-O-Taraqqi, Jamia Millia, to bring out and distribute the follow-up reading material it had been preparing for the last 10 years.

The pamphlets thus brought out were on various topics of rural and urban interest. They were all of one size, demy 8vo, 16 pages, and most of them had attractive covers. A line appeared on each pamphlet "Adult Education Series", Soon the attention of other agencies was drawn towards this "new type of literature."

The Ministry continued its policy to encourage and help different organizations to produce "social education literature." It also felt that the lack of authors trained in the techniques of simple writing might become a bottleneck in the production of such material. It therefore started a series of "literary workshops" in different linguistic regions of India, to train authors in the techniques of preparing reading material for new literates. Though the period of training was short —4 to 6 weeks—the authors did get some idea of the techniques of writing for new literates and checking their manuscripts with the potential users. A sufficient number of manuscripts were also prepared as a by-product of these "workshops".

The Ministry also set up a Folk Literature Committee to encourage authors to write simple books for new literates. The committee invites manuscripts and printed books in all the languages of India and awards handsome prizes to those found most suitable. The Committee has awarded 35 prizes=5 of Rupees 1,000 each and 30 of Rupees 500 each in 1954-55. This year it has awarded prizes to 42 books. In addition to these prizes the

Committee purchases 1,000 copies of the book receiving the prize and recommends it to the State Governments.

Another laudable scheme sponsored by the Ministry is the preparation of a list of words most commonly spoken in the rural areas in India. The work of collecting the spoken words in the State of Delhi has been completed, and it is progressing in the States of West Bengal, Andhra and Travancore Cochin.

These schemes of the Union Ministry of Education were timely help and have gone a long way towards the encouragement of reading material for new literates.

Meanwhile the First Five Year Plan came into force. The community projects and rural libraries became good buyers of such material. Soon State Governments, voluntary organizations and private publishers entered this new field and now the number of follow-up books runs, at least in Hindi, into thousands. Kannada and Marathi have also a sufficient number of such books.

Efforts are being made by State Governments and voluntary organizations in Bengal, Madras, Travancore Cochin, Hyderabad and Bombay to bring out suitable reading material in Bengali, Tamil, Malyalam, Telegu and Gujerati respectively. In Madras, the Education Department has already 20 manuscripts in hand. The South Indian Adult Education Association has planned to bring out 6 books of "Our Life" series, dealing with the problems of rural life and a series of books in Tamil and Telegu introducing the Tamilnad—one book for every district. Travancore Cochin has a plan to bring out 50 follow-up books and 100 posters. The Bombay City

Social Education Committee has an ambitious scheme to bring out follow-up books in the regional languages, *viz.* Gujerati, Marathi, Hindi and Urdu, on topics such as :

Health education
Family education
Elementary civics
Common crafts
General culture
General knowledge, etc.

In addition, voluntary organizations such as Sasat Sahitya Mandal and private publishers like Keshav Vikhaji Dhavre are producing quite a number of books. One of his books has also won a prize from the Folk Literature Committee. The Christian Literature Society is also bringing out a good number of simple, well-illustrated books on the life and teaching of Christ in the South Indian languages. The Bengal Mass Education Society has brought out a number of books in Bengali on various topics. These books are to be read in the class by the teacher to stimulate interest in reading and later on to be read by the students themselves when they have become literate.

It is a major project in itself to collect all the follow-up books produced in various languages and prepare a complete bibliography of suitable reading material. However, a large number of topics, both of rural and urban interest have been covered by follow-up reading material produced by various agencies. At least on the face of it there is no dearth of such literature at least in Hindi, Kannada and Marathi.

The material differ widely from the point of view of general get-up, choice of topics, language used and treatment. We find books having multi-colour covers printed on cardboard, text printed on art and antique paper, attractive coloured illustrations* and books having unattractive single colour covers printed on very ordinary paper, text printed on light white printing paper and having no illustrations**. The choice of topic varies from those very closely related to rural life*** to remote subjects**** The length of sentences also varies considerably from 4 words to 37 (e. g. "The Story of the Development of Man", published by National Publishing House, Delhi). The majority of them use simple language, but there are quite a number which use very difficult language (e. g. Swantantra Bharat Ki Ek Kahani and Arthshastra aur Uske Sidhant, published by Adult Education Board, Bihar).

The question, however remains: How many of these are "readable" by students completing the post-literacy stage? Is the majority of students able to read

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* e. g. those published by the Delhi Public Library and Keshav Vikhaji Davre, Bombay.

** e. g. those published by the South Indian Adult Education Association, Madras.

*** e. g. "Utilization of Urine" published by the Allahabad Agriculture Institute and the "Importance of Forest", published by Samaj Shiksha Prakashan, Delhi.

**** e. g. "India 5,000 years ago" published by Idara Talim-o-Tarraqqi, Delhi.

them with ease and comprehension with the reading skills that they have attained and other desirable habits that they have developed during the literacy and the post literacy stages? How many of them deal with specific problems facing the rural aud urban adults and offer practical solutions for them? These and many other important questions cannot be answered satisfactorily without evaluating the books in the field.

In addition to the above types of reading material there are "periodicals" and "visual aids" as well to be considered.

4. Periodical

A periodical is very effective in keeping alive the interest of adults in reading. It brings in fresh news. If properly encouraged, the new literates may themselves contribute to it and what a joy it would be to read one's own article.

Almost each State brings out a periodical of its own. A list of periodicals specially issued for new literate adults in India is on next page.

Name of periodical	*Timing*	*Language*	*Subs.*	*Issued by*
1. Deepak (Lamp)	Monthly	Hindi	Free	Social Welfare Deptt. Nagpur.
2. Rehbar (Leader)	Fortnightly	Hindi	3-0-0	Bombay City Social Education Committee Bombay.
3. Ujala (Light)	Fortnightly	Hindi	2-0-0	Literacy House, Lucknow (U.P.)
4. Gaon Ki Bat (Village affairs)	Fortnightly	Hindi	6-0-0	Shaligram Pathik, Gonda.
5. Paramhans	Weekly	Hindi	6-4-0	Do
6. Nai Shiksha (New education)	Monthly	Hindi	4-8-0	Tahveldaron Ka Rasta, Jaipur.
7. Mandir Se (From the temple)	Fortnightly	Hindi	—	Etawah Development Project.
8. Hamara Gaon (Our village)	Fortnightly	Hindi	2-4-0	Delhi State Social Ed. Deptt., Delhi.

9. Hamara Shahar (Our city)	Fortnightly	Hindi	2-4-0	Do
10. Hamar Gaon (Our village)	Weekly	Hindi	1-8-0	Extension Project Allahabad Agri. Institute, Allahabad.
11. Naya Dehati (New villager)	Monthly	Hindi		Lucknow Publishing House. Lucknow.
12. Janjiwan (People's life)	Weekly	Hindi	1-8-0	Samaj Shiksha Board Patna, Bihar.
13. Jiwan (Life)	Monthly	Hindi	1-8-0	Abundant Life Programme, Takhtpur Bilaspur (M.P.).
14. Deepak (Lamp)	Monthly	Marathi	Free	Social Welfare Deptt. Nagpur.
15. Lokashikshan (Peoples education)	Monthly	Marathi	3-0-0	Regional Social Education Committee for Maharashtra, Poona.

16. Rehbar (Leader)	Fortnightly	Urdu	3-0-0	Bombay City Social Ed. Committee Bombay.
17. Belaku (Light)	Weekly	Kannada	2-0-0	Mysore State Adult Ed. Council, Mysore.
18. Prakash (Light)	Monthly	Kannada	3-0-0	Regional Social Ed. Comm. for Karnatak Belgaum.
19. Lokajeewan (People's life)	Fortnightly	Gujerati	3-0-0	Regional Social Ed. Comm. for Gujerat, Ahmedabad.
20. Anandam (Pleasure)	Weekly	Tamil	2-0-0	T. J. R. Gopal & P. N. Nauman, Madras.

Some of these periodicals (*e.g.*, Hamara Gaon, Hamara Shahar and Deepak, Nagpur) contain articles which may easily be read and understood by students just after completing the literacy stage. Majority of them are of a standard which may be read and understood only by a few brilliant students at the end of the post literacy stage. A few are such (*e.g.* Jan Jiwan) which even the ordinary teacher may find hard to understand let alone the graduates of the class !

As a general policy the periodicals issued by State governments or such agencies which organise literacy classes as well (*e.g.* Literacy House, Lucknow) are made available to the class free of cost.

5. Visual aids

The visual aids so far used in India as direct teaching aids are only the alphabetical charts which accompany some of the primers (*e.g.* the Laubach and Pathik Primers). A large number of posters have been published by various organizations, *e.g.* the Allahabad Agricultural Institute and the Ministry of Information and Broadcasting—mostly on topics relating to "developmental activities", *e.g.* improved seed, smallpox, dry weather ploughing, Ranikhet (poultry disease), the various aspects of the Five Year Plan.

India Village Service, Marehra (Uttar Pradesh) has brought out a number of flash cards. These flash cards have "stick figures" in black and white printed upon them. They are popularly known as the "jet series". The flash cards are on topics such as malaria, itch, safe village wells, tetanus. the price of a set of flash cards on one

topic ranges from Rupee 1/- to Rs. 2/8.

These visual aids can be used in the classes with profit, if not as direct media of teaching literacy then as indirect aids to the whole programme.

CHAPTER III

Research into the needs and interests of new literates, pre-testing and evaluation

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1. Research into needs and interests.

As already discussed in Chapter I, the selection of topics and the choice of language and style is done by a committee or by individual producers and authors. Where the agency happens to have a production as well as a field unit e. g. Social Welfare Department, Nagpur; Literacy House, Lucknow; Mysore Adult Education Council, the field staff is consulted as to the suitability of the topics selected. Sometimes the field staff is also encouraged to suggest topics. But this is more casual than planned.

No systematic study has so far been made about the reading interests and habits of new literate adults.

According to the statement of field workers (literacy teachers, supervisors, village librarians) the reading preferences of adults in village may, however, be broadly classified in the following order:

1. Books having a religious appeal and books on mythological topics.

2. Biographies of religious leaders, reformers and national leaders.

3. Stories-new ones and seasonal songs (e. g. Kajri in Eastern Uttar Pradesh).

4. Books on agriculture.

In Madras, however, according to a well-known field worker, people like to read books on Mahatma Gandhi's life and on astronomy!

2. Pre-testing.

Some of the agencies "pre-test" their primers, by using them in the class for some time before mass production. The general practice followed by well-established agencies (*e.g.* Literacy House, Lucknow) is that the primers are cyclostyled and placed in the hands of teachers to be used in a number of classes. The classes are "observed" by the supervisors and sometimes by the head of the agency or the unit. As a result of this "observation," words, sentences and illustrations found unsuitable are changed. Sometimes the order of the introduction of letters or words is also altered. This method of "testing", however, leaves much to be desired.

The supplementary and the follow-up books are not put to even this much of "pre-testing" before mass production. When I asked a veteran worker of Madras "Do you pre-test your material before mass production and how you do it ?", a very interesting technique of pre-testing was outlined by him.

"Yes I pre-test them. I read out the manuscript to my worker, the worker reads it to the students and asks one of the students to read it out". It has been pre-tested !

3. Evaluation

The reading material produced by different agencies in India have not been evaluated so far, either by the producers themselves or by any other agency.

4. A new phase

Some of the voluntary agencies however have taken the bold step of setting up research units to put their production programme on scientific lines and to guide their entire field activities. I would like to mention briefly the efforts of the following agencies:

(a) Bombay City Social Education Committee

(b) Jamia Millia Islamia, Delhi

(c) Mysore State Adult Education Council

(d) Literacy House, Lucknow.

(a) Bombay City Social Education Committee.

The research unit set up by the committee consists so far of only one person (Miss S. D. Samant) with an honorary adviser (Dr. Mrs. M.R. Shah). It was set up only recently and for the time being is planned only for a year. This is so not because the committee does not see the permanent need for it, but because it has no funds and finds it rather difficult to convince the donors of the necessity of such a "Luxury department".

One of the projects taken up by the unit relates to the "reading preferences of adults in Bombay City". It is well on its way. The method followed is the interview technique. 1,000 adults have been selected, on a random sampling basis, and interviewed. The analysis of data is not yet complete.

Jamia Millia Islamia

The Jamia Millia set up a research unit (Research, Training and Production Centre) in September 1955. Its purpose is :

(a) To carry on research and scientific investigations into the problems of Social Education specially in the field of literacy teaching,

(b) to produce specimen educational material as a result of its investigations,

(c) and to train a small number of persons at a time in the techniques of testing, evaluation and production.

The unit has recently undertaken the following research projects in the field of adult literacy sponsored by UNESCO and the Union Ministry of Education :

(a) Evaluation of follow up reading material produced in Hindi for the new literates.

(b) Assessment of the technique of production of reading material based on the experiences of agencies producing them.

(c) Study of the reading needs and interests of new-

literate-adults.

(d) Enunciation of guiding principles for the production of reading material in the light of above researches and conditions in India.

(e) Preparation of 12 specimen books on the lines of those principles.

(f) Assessment of Delhi Public Library's production programme of 32 books for adult new literates.

The Unit has selected Madhya Paradesh, Rajasthan, Delhi, Uttar Pradesh and Bihar for field study in connection with the above projects.

(c) Mysore State Adult Education Council

The Council has appointed a "research assistant", on a temporary basis, trained for some time at the Unesco group training centre, Mysore. The Council has not yet finalized its plans for research. But it seems that it will take up a comparative study of the set of primers prepared by the Literacy team of the Unesco group training centre on the global method, and its own set of primers based on the traditional method.

(d) Literacy House, Lucknow

The Literacy House has not set up any research unit as such, but it takes up small research projects from time to time. It has evolved criteria for the selection of books for its 'Tin trunk library", which are based on :

(a) *Suitability of content*—Is the subject matter such as the villager needs to know or would like to know ?

(b) *Correctness of information.*

(c) *Suitability of vocabulary*—Is the vocabulary within the framework of the new literate's vocabulary ?

(d) *Interest*—Will the book hold the interest of the reader ?

It has analysed 460 books, according to the above criteria, graded them into stages and constituted from them its "Tin trunk library". The library is for sale. It costs Rs. 25/- with the tin box and 50 graded books. Recently when Dr. Rudolf Flesch was there it started a scheme to adapt Dr. Flesch's formula of "measuring difficulty" and use it for grading books in Hindi.

This trend may be called a new phase in the production of reading material in India. Other agencies are also recognizing the importance and urgency of such scientific studies. These research units deserve encouragement and help to continue their studies and investigations in order to :

put the already existing reading material on more scientific lines by carrying on testing and evaluation programmes.

to guide the future production programme of the agencies which are planning to take up the production of reading material on a mass scale,

to recognise the Literacy teaching programmes.

to make available the technique of pre-testing and evaluation to other agencies.

CHAPTER IV

Library and distribution services.

The following are the main agencies responsible for the distribution of reading material :

(a) Community projects
(b) Social education departments
(c) Libraries, both official and non-official
(d) Voluntary organizations
(e) Publishers and book-sellers.

(a), (b), (c) and (d) are the "direct" distributing agencies. They send the books to villages through their own workers. The last agency is both direct and indirect, but more of the latter. The "main" publisher distributes the books to the sub-stations" (retail bookseller, branches and agencies) all over the country. The main publisher and the sub-stations both get in touch with the direct distributing agencies and sell the books to them. In some cases the villagers visit the stalls as well and buy the books themselves. In a very few cases they order the books directly from the publishers.

The system of establishing a library in the village varies from place to place. The Mysore Adult Education Council establishes a library in a village if the village panchayat agrees to contribute Rs. 30/- for the first

year. The total cost of the library is Rs. 100/-, Rs. 70/- being paid by the Council. The library not only contains the follow-up books published by the Council, 100 in number, but also other books, a newspaper, a magazine and a book shelf. There is also a small provision of Rs. 9/- per month for payment to the librarian.

This library is replenished with fresh books every year if the village pays its share. Otherwise the same old books continue.

Madras has an elaborate library system. The following diagram will give an idea of its organizational pattern.

State Central Library (located in Madras the capital)

having a State library committee. The Minister of Education serves as the chairman.

the Director of public Instruction has been given the powers of the Director of Libraries.

District Central Library

having a local library authority consisting of official and non-official members.

the local library authority decides what books to buy.

BRANCH LIBRARY	has a sub-committee of the local library authority, located at a town where the population is between 5 - 50 thousand.
↓ Cycle peon ↓ † School teacher †	for each branch library the local library authority can purchase books up to 2,000 per year.
DELIVERY STATIONS	located in villages where the population is less than 5,000, The aim is to have a library in every village.
	the villages school teacher is put in charge of the library. Remuneration - Rs. I5/- per month.
	the books are brought to the delivery station from the branch library by a cycle peon or the school teacher himself whenever he visits the town.

Funds

Every local library maintains a fund to which the following sums are credited:

(i) Cess collected under the Madras Public Libraries Act 1948, i. e. a levy of 6 pies in the rupee in the form of surcharge on the proposed tax on property.

(ii) Contributions, gifts and income from endowm-

ents made for the benefits of public libraries.

(iii) Special grants which the Government may make for any specific purpose connected with libraries.

(iv) Fees, fines and other amounts collected by the local library authority under any rules or regulations made under the Act.

The State Government also contributes to the library fund, maintained by every local library authority except for the city of Madras, a sum of not less than the cess collected by it.

Travancore Cochin has perhaps the greatest number of "living" libraries. It may be mentioned that the percentage of literacy in Travancore is the highest in India (about 56%). The people had built their own libraries under the auspices of Tri-Kochi Granthasala Sangham (Travancore Cochin Library Association) long before the Social Education Department came into being. The State Government recognized the Tri-Kochi Granthasala Sangham. It inspects the libraries associated with it and acts as a channel for government grants to them. Some of the village libraries in Travancore have radios and general reading rooms, with daily newspapers and a large number of magazines and a separate reading room for women and children.

In the villages where the community projects or the social education departments of the State are working, the people are encouraged to have their own libraries. A grant is generally given and the social education organizer helps the village to select and buy books. But, gene-

rally, the selection is done by the departmental heads in consultation with the production units, the supervisors and the literacy teachers (*e. g.* in Nagpur). A list of "approved" or "recommended" books is then published. Books are purchased out of this list and supplied to the villages.

The library in the village.

The general practice, throughout India, is that where-ever a literacy class is opened a set of follow-up books consisting from 15-40 is placed in the hands of the literacy teacher or the village level worker. If the class has been opened by an agency itself producing reading materials they are provided free. For other material the village makes a partial contribution.

Thus the village 'library' consists of books specially prepared for new literate adults and, or selected from the general books. Some village libraries have in addition daily newspaper, a magazine and a periodical specially issued for new literates. The library is housed in a small wooden shelf or tin or wooden boxes.

The literacy teacher is generally put in charge of the library. In the majority of cases he is a primary school teacher, who either resides in the same village or comes from a nearby one. In some cases he is a village youth. In rare cases he is a full-time employee of the department. (e. g. in Delhi State). Where he is not a full-time worker he is paid a small honorarium of Rs. 2 to 15 to look after the library, but only in rare cases, otherwise he is expected to give his services free. He is expected to maintain a stock register and an issue register. He is given no

training in librarianship, except how to maintain these two registers.

Generally, the librarian neither takes much interest in his work, nor he is of much help to the borrowers. His only duty seems to be to register a book and issue it when asked for. Unfortunately the number of new literate borrowers is very small. It is difficult to give an all-India average of books issued per day, but the average will be very low not more than 2 books a day. It is also not possible to judge on the basis of the number of books issued whether people really read and understand them. There are cases where the books have been returned unread, because either the borrower found them too difficult or he did not find time to read them. On the other hand, a book issued by one member of the family may not only be read by all the educated members of the family but by the educated members of the locality also. At least this is true in the case of women. They themselves seldom visit the library but get the books issued through somebody else.

The majority of borrowers in villages are those who are already educated, or the school-going children. Few new literates, once they are out of the class, read books, unless special efforts are made to induce them to do so. The members of the Unesco Group Training Scheme, Mysore, carried on a programme in 1955 to evaluate a few follow-up books during the course of their training. They selected 9 villages and 36 respondents out of the Mysore Taluq, on a random sampling basis. A questionnaire was drawn up to find out whether they had made use of their literacy in any way. It was revealed that out of the 36 respondents interviewed, only one had read 2 books since he was made

literate. One of them had "glanced through" the "Belaku" (a weekly periodical for new literates supplied free) two or three times. The rest did not touch a book or write a single line since they had been made literate over a year ago.

But it would not be correct to assume that the situation throughout India is quite so gloomy, or that it cannot be improved. The new literates have to be guided and encouraged for a long time, even after the post literacy stage. The librarians have to be well trained to asses the reading skills and interests of an individual before recommending a book to him. They should also learn how to exploit a situation. Once, an eye infection broke out in a village where the Allahabad Agricultural Institute was working. The Institute had already produced a pamphlet on eye diseases with an attractive cover page, costing an anna. One Gaon Sathi* took advantage of the situation. He first talked to the people about the causes of the disease then introduced the book and sold it "like hot cakes". I found the workers of the Delhi State Social Education Department using the same technique in the village of Narayana. On 5 August, 1955, as many as 14 new literates had borrowed a book called "Our Flag" and on 3 September one on Co-operatives. As 15 August (Independence Day) was drawing near the teacher talked to the class about the significance of the day and how it was going to be celebrated in Delhi and all over the country. After interest had been roused he gave them the book on "Our Flag" to read. Similarly an inspector from the co-operative society visited the village. The teacher took advantage of the occa-

* Village companion, equivalent to the village level worker of the community project.

sion, got the people interested in reading more about the topic and distributed the book.

The village library and the librarian are very important links in our literacy campaigns. It is a serious matter for the movement if new literates stop reading as soon as they are out of the classes. The library services should therefore be thoroughly studied to find out the bottlenecks and to make them more living and effective.

CHAPTER V

Future needs

The major future needs in India, in the field of literacy teaching and the production and use of the reading materials, seem to be :

1. Fixation of a desirable and measurable standard of "functional literacy" on the lines recommended by Dr. Gray* and the reorganisation of literacy teaching programmes so that this standard is achieved.

Most of the State Governments, no doubt, have prepared a syllabus for their adult literacy courses. Two such syllabuses are given in Annexure F. But in majority of cases no definite and measurable standards are set. A typical vague standard of literacy is given in the following statement in the syllabus for social (adult) education, published by the Government of Hyderabad :

> "Generally an illiterate adult can be made literate in a period of 4 months if he is taught daily for one or one and a half hours." There are even methods which claim to turn an illiterate into literate in 10 days**, or even in 15 minutes***.

---

* Dr. W. S. Gray. See his report "A preliminary survey of the methods of teaching, reading and writing to adults and children", published by Unesco.

** "Urdu in 10 Days" by Hayatullah Ansari, Lucknow.

*** "Literacy in 15 Minutes" by B. D. Awasthy, Allahabad.

A perusal of the 2 syllabuses at Annexure F may give the impression that the standard is quite high. But the machinery created to achieve that standard seems to be defective. A primary school teacher, with 7 years of schooling and a meagre training in the theory and practice of social education is hardly equipped to cover the syllabus satisfactorily. He is not given much help either in the shape of guide-books or talking points on the topics which he has to cover. He seldom gets effective professional guidance from the supervisors. The payment is low and the method of payment leaves much to be desired.

2. Evaluation of the prevalent methods of teaching, reading and writing to illiterate adults in India, by putting them to use in controlled experimental classes and as a result :

(a) to suggest improvement in the existing methods,

(b) to prepare a set of basic reading material in the light of the experiment, if found necessary,

(c) to evolve effective methods and techniques of teaching and correlating literacy with other development activities. "Literacy should never be taken up alone but should be tied up with other developmental activities" is an oft quoted statement. But how to do it ? What effect will it have upon the total period of teaching ? Will the adults stick to the class, if the period is prolonged ? A satisfactory answer to these questions has to be found.

3. Study of the skills of the adult students at various levels of literacy.

4. Study of reading needs and interests of new literates.

5. Evaluation of supplementary and follow-up books produced in India (specially in Hindi); enunciation of guiding principles for the production of reading material according to Indian conditions, and the preparation of specimen materials on the lines of those principles.

6. To evolve simple techniques of testing and evaluation of reading material.

7. Evaluation of the libraries and other distributing services.

8. Preparation of an annotated bibliography of effective basic reading material and readable supplementary and follow-up books.

9. Evaluation of literacy campaigns throughout the country.

10. Literacy workshops should be organized for those who are actually engaged in preparing material for new literates, e.g. those working in production units or with private publishers. The period of such workshops should not be less than 3 months. The participants should not only be trained in the techniques of simple writing but in all aspects of production. Emphasis should be laid on testing and evaluation and the importance of co-operation between the author, the artist and the printer. A few artists and printers should also participate in the workshop.

11. Generally in all the capital cities of India there are at least one or two good printing presses. But small publishers can seldom engage them, as they remain very busy and their charges are high. Hence they turn to smaller ones which have very little idea of the techniques of lay-out and good printing. We think that the general tone of printing is likely to improve if 3 to 4 weeks' workshop-cum training is organized for the printers.

12. Setting up a " social education clearing house". Its functions might be:

(a) to keep the social education agencies in touch with each other's programme and try to co-ordinate the needs of the users and the producers of teaching material.

(b) to help the various research units, now being set-up in the country, by passing on to them the result and techniques of similar research work carried on elsewhere, and to keep them informed of one another's activities.

(c) to bring the problems of the workers to the notice of research units.

(d) to function as "centre of information", to which a worker might turn for any sort of information required in the course of his work.

13. The village librarians should be given at least a minimum training in librarianship. They should be trained in finding out the needs and interests and the level of reading skills of adults and should know the place and importance of libraries in social education.

I very strongly feel that unless the above problems are scientifically studied and the entire literacy teaching programme in India is reorganised in the light of the findings we shall not be able to solve our illiteracy problem. The annual swelling figure of adults made literate will be chimerical.

————

ANNEXURE A

List of the agencies contacted to collect data

State	Town	Agency
Uttar-Pradesh	Lucknow	Deputy Director of Public Instruction. Deputy Development Commissioner (Agriculture). Planning, Research and Action Centre. The Director The Chief Editor Mr. Hayatullah Ansari, Editor "Quami Awaz."
	Allahabad	Literacy House, 1 Bund Road. Mrs. B. P. Means The editor and the supervisory staff 3 Literacy teachers 16 Adult students-at Baghera Hashimpur and Umri-matitihari (villages) Allahabad Agricultural Institute Naini, Mr. J. B. Chitambar, Administrator

State	Town	Agency
		Mr. K. G. Forman, Director, Material Production
		5 Gaon Sathis (Village level workers).
		Mr. B. D. Awasthy, General Secretary, Shaksharta Prasar, Daraganj.
		Chattar Hitkari, Publishers, Daraganj.
		Rajkamal Publications Ltd.
		Mr. Onkar Sharad,noted Hindi writer.
Bihar	Patna	Social (Adult) Education Board:
		Mr. N. K. Gour, (Superintendent of Libraries and Deputy Director (Social)
		Mr. Misra, Publication Officer
		Dr. Kampta, Supervisor and village leader
		2 literacy teachers } at Badevpuri & Motipur 65 adult students } at Badevpuri & Motipur
		Shri Ram Lochan Saran, editor of "Mahmud Series" the oldest and largest publishers in Patna.
		Proprietor-Shri Janata Press Ltd.

State	Town	Agency
Madras	Madras	Director of Public Instruction: Mr. Perumal Mudaliar, Principal Teachers' College Saidapet. Mr. R. Shanmoghan, Special officer for libraries and adult education. Mr. J. A. Rayan District Education Officer, Trulukalukundram. Social Education Organizer, Community Project, Trulu The Block Development Officer, Community Project, Trulu. 2 village level workers—at Kalatur, Anur and Rotarynagar. Mr. A. G. Vilvaroy, Assistant Director Literacy Work-shop, Coimbatore The librarian at Trulukalukundrum Mr. T. J. R. Gopal, Secretary South Indian Adult Education Association, Narsinghpuram. The Assistant Education Secretary, Christian Literature Society, Mount Road.

State	Town	Agency
Travancore Cochin	Trivandrum	The Director of Public Instruction : Mr. S. Raghavan, Chief Social Education Officer Mr. J. Nair, District Inspector. 1 lady organizer, 1 literacy teacher, 2 new literate women — at Attipara and Kazhakuttam. the librarian and the staff —at Attipara.
Bengal	Calcutta	Director of Public Instruction : Mr. N. R. Roy, Chief Inspector of Education 1 literacy teacher, 6 adult students — Writers Building Class Mr. V. S. Mathur, Director, Asian Trade Union College, New-Alipore, Vigyan Bhikshu (Bengal Mass Education Society). West Bengal Adult Education Association Rama Krishna Mission, Sorisha, 24 parganas.
Mysore	Mysore	Mysore State Adult

State	Town	Agency
		Education Council : Mr. N. Badriah, President of the Council Mr. L. Thimmiah, Chief Executive Officer Mr. R. V. Srinivasmurthy, Chief Editor Mr. A. S. Sreekanta Rao, Research Assistant Mr. K. S. Munnuswamy, Divisional Officer.
		3 Supervisors, 3 Literacy teachers (2 women), 50 adult students (35 women) } at Ashokapuran and Mysore Central Jail.
Hyderabad	Hyderabad	Director of Public Instruction : Mr. G.L. Ananda Rao, Adviser Social and Basic Education Mr. Pulijala Hanumantha Rao, General Secretary Andhra Saraswatha Parishad. Mr. Jaffar Hussain, Member Social and Basic Education Committee. Mr. Keshri Hanuman, Secretary Bapu Memorial Karyalaya,

State	Town	Agency
		Puranpul.
		6 Social Education Workers (Literacy teacher)
		90 Adult Students at Puranpul and Karmagoda.
Bombay	Poona	Dr. D.V. Chickermane, Deputy Director (Social) Education
		Mr. B. G. Jagtap, Chairman Regional Social Education Committee.
		Mr. V. B. Karnik, Secretary Regional Social Education Committee for Maharashtra.
		Mr. V. D. Gokhale, General Secretary Maharashtra Sahitya Parishad.
	Bombay	Bombay City Social Education Committee :
		Mr. B. M. Kapadia, Social Education Officer.
		9 Social Education Officers (Supervisors)
		Miss S. D. Samant, Research Officer
		Dr. Mrs. M. R. Shah, Research Officer (Bombay Corporation)

State	Town	Agency
		Mrs. Kulsum Sayani, Editor "Rahbar"
		20 literacy teachers, 70 adult students } at Naya gaon, B. D. chals and sweepers quarters, Arthur Road.
		M/S. Keshav Vikhaji Dhavre.
		Mr. Minoo Masani, Sasta Sahitya Mandal.
Madhya-Pradesh	Nagpur	Social Welfare Department :
		Mr. Din Dayal Gupta, Minister Social Welfare
		Mr. A. Q. Siddiqi. Deputy Minister Social Welfare
		Mr. B. P. Pathak, Secretary Education Department
		Mr. G. L. Shukla, Director Social Welfare Department
		Mr. M. H. Rao, Director of Public Instruction
		Mr. Dutta Khulwatkar, Assistant Superintendent, Text Book Committee.
		Mr. V. D. Pachori, Divisional Welfare Officer
		Mr. G. S. Lahri, Publication

State	Town	Agency
		and Publicity Officer 7 Inspector and supervisors 7 literacy teachers 60 adult students at Mahadula and Gaddigudam.
	Bhopal	Dr. B. P. Means (Literacy House Camp)
Delhi	Delhi	Directorate of Education (Social Education Department) Mr. Neki Ram Gupta, Assistant Director (Social) 4 supervisors the editor "Hamara Shahar", "Hamara Gaon" 2 literacy teachers, 40 adults } at Narayana. Director, Delhi Public Library Mr. Hamid Ali Khan, Managing Director, Maktaba Jamia Ltd.

ANNEXURE B

Schedule

State : ....

Town : ....

Working language : ....

Date of filling up this form : ....

I. Organization.

(a) What is the name of your organization ?

(b) When was it established ?

(c) What is your organizational set-up ?

(d) What is your permanent production staff ?

(e) What training do they have in the production of material ?

(f) Have you any part-time production staff (authors and artists you may commission) ?

(g) Do you train them as well ? If so have you drawn up any training programme for them and could you give us a copy ?

(h) Is there any co-ordination between your agency and other agencies producing reading material

in the regional language or other Indian languages ?

II. Production.

(a) Do you fix production targets every year ?

(b) Do you reach that target ? If not, is it for any of the following reasons ?

(i) lack of finances

(ii) lack of trained production staff

(iii) lack of trained writers

(iv) lack of trained artists

(v) lack of printing facilities

(vi) lack of paper for printing

(vii) insufficiency of demand for the material

(c) How many books have you published so far ?

(d) On what subjects ?

(e) What are the titles ?

(f) How many copies do you publish of each book ?

(g) Which of them have been reprinted ?
How many copies each ?
Why did you reprint them :

(i) to complete the set ?

(ii) to meet a greater demand for them ? How did you come to know of it ?

(h) Do you want to produce more material ? On what topics ? What are the titles ?

(i) Why did you select these topics ?

(i) because you thought it necessary from the national point of view ?

(il) because the people wanted to know something on these topics ? If so, how did you find this out ?

III. Distribution.

(a) What is your arrangement for distributing the material ?

(b) What difficulties, if any, do you face in this connection ?

IV. The Reading Material

Primers :

(a) Is the primer that you have produced or you are using based on any particular method ?

(b) Why have you preferred this particular method ?

(c) Are there any workbooks or charts to go with the primer ?

(d) Have you prepared any "teachers guide"
If so please let us have a copy).

(e) If not, do you feel there is a need for it ?

(f) Should the teachers be trained to use your

primers ? Who trains them ? Do you play any part in the training if the trainers are other than yourself ?

(g) Have you revised your primers after the first edition ? If so, what changes have you made and why ?

Supplementary books.

(a) Have you also prepared "supplementary books" to go with the primers ? How many are they and on what topics ?

(b) How do they connect with the primers ?

(c) Have you revised them after the first print ? What was the basis of revision ?

Follow-up books.

(a) Do you produce follow-up books also ?

(b) Do you think that particular book or books on particular subjects are read and understood more than others ? What are the reasons ?

(c) If you are only a "user", are all the reading material that you use produced by the same agency ? If not, do you think that there is a proper link between the primers that you use and the supplementary and/or the follow-up books ?

(d) Do you think, as a user, that sufficient reading material exist in the language to cover the varied needs and the interests of new literate adults, or do you think that more are needed ? If so, of what type and/or on what topics ?

(e) Are you satisfied, as a user, with :

(i) the choice of subject
(ii) the treatment
(iii) the style
(iv) the language used.

V. Language :

(a) Do you use in your reading material only "most common words" ?
(b) Has any "word count", to determine the frequency of words, been made in the language ?
(c) What is your policy towards "technical words" ?
(d) Do you "control the vocabulary" ? If so, what is the basis of the control in
  the primers
  the supplementary books
  the follow-up books.
(e) As a user of such material, do you think that the language used in them is easy enough to be understood by the readers ?
(f) Are you of opinion that though the language used is easy enough to be understood by the readers, still the style of expression, the idioms and many of the words are not the same as they use everyday and it would have been much better from the teaching point of view if it would have been otherwise ?

VI. Pre-testing :

Do you "pre-test" your material before mass production ? If so, how do you do it ? Do you utilise the services of specially trained staff to do this work ?

VII. Grading :

(a) Are the primers, the supplementary books, and the follow-up books graded ? If so, what grading formulas or principles do you follow ?

(b) Are all the follow-up books that you are using or producing of the same difficulty, or are there less and more difficult books ? Is there a particular order in which they should be used ? What is the basis of that order ?

VIII. Stages :

(a) Would you say that there are only two stages in literacy teaching :

Primer stage
Post-primer stage.

and for the first the existing primers and for the second the follow-up books serve the purpose satisfactorily ?

or

(b) Is it your experience that there are more stages than this in attaining the skills necessary to become "functionally literate".

How will you define these stages :

in terms of skills attained
in terms of total hours of reading ?

(c) Do you think "readable" reading material exist for each of these stages, or they would have to be prepared ?

(d) If so, what should be the special features of the material for each stage ?

IX. Other aids :

(a) Do you produce or use :

Posters
Flannelgraphs
Flash-cards
or any other aids ?

If so, please give a list.

(b) If not, why ?

(c) Do you think that these will facilitate teaching and reading and help to hold the interest in the classes ? If so, in what way ?

X. General get-up and illustrations :

(a) Are you satisfied with the present general get-up of the reading material and the illustrations found in them or do you think that both should be much better than they are ?
How will you justify the extra cost ?

XI. Evaluation :

(a) Have you carried out any evaluation programme to find out, as objectively as possible, whether

the primers
the supplementary books
the follow-up books
the other aids

that you have produced or you are using serve the purpose for which they were made ?

(b) If not, what other means of assessment do you employ ?

XII. General :

Have you any other comments to offer regarding the present position of reading material for new literates, your present activities, the most urgent needs in this connection that you might be facing as a producer or user ?

ANNEXURE C

List of agencies producing reading materials for the new literate adults

State	Town	Language	Agency
Uttar-Pradesh	Lucknow	Hindi	Planning, Research and Action Centre, Kalakankar House
		Hindi	Oudh Publishing House
		Hindi	Agricultural Information Department, Chattar-manzil
		Hindi	Kitab Mahal
		Hindi	Sadhna Sadan, Ganga Pustak Mala, Latouch Road
		Urdu	Mr. Hayatullah Ansari, Editor "Qaumi Awaz"
		Hindi	Hindustani Book Depot
	Gonda	Hindi	*Gaon Bharti Prakashan
	Saharanpur	Hindi	**Maliyapur Branch Press

*they are Specialized Agencies and have produced large number of books.

State	Town		Agency
	Allahabad	Hindi	Hindustani Culture Society
		Hindi	Leader Press
		Hindi	Hindustani Book Depot
		Hindi	Prabhakar Sahitya Lok
		Hindi	*Literacy House.
		Hindi	*Allahabad Agricultural Institute, Naini
		Hindi	Shaksharta Prasar, Daraganj
		Hindi	**Chattar Hitkari Pustkalaya,
		Hindi	Rajkamal Publications Ltd.
		Hiddi	Adarsh Pustak Mandir
		Hindi	Sahitya Niketan
		Hindi	Education Expansion Department
		Hindi	Ram Narayanlal & Sons
	Aligarh	Hindi	Dwadesh Shreni & Sons
	Prayag	Hindi	**Chand Karyalaya
	Jhansi	Hindi	Sahitya Sadan, Chirgaon
		Hindi	Mayur Prakashan
Bihar	Patna	Hindi	Mass Literacy Committee
		Urdu	Pustak Bhandar
		Hindi	Shri Ajanta Press Limited

*they are Specialized Agencies and have produced large number of books.

**they have produced large number of books.

State	Town	Language	Agency
		Hindi	Nav Bharat Prakashan
		Hindi	*Social (Adult) Education Board
Madras	Madras	Malyalam, Telegu, Tamil	*Co-operative Publishing Society Limited
		Tamil	**Christian Literature Society, Mount Rd. Rochehouse & Sons Ltd.
	Bezwada	Telegu	Andhra Desha Library Association
Travancore-Cochin	Trivandrum	Malyalam	Department of Education
Bengal	Calcutta	Bengali	Education Department
		Bengali	Bengal Mass Education Society 99/IF Cornwallis Street.
		Hindi	Mac-Millan & Company
Mysore	Mysore	Kannada	*Mysore State Adult Education Council Krishanamurthyapuram

State	Town	Language	Agency
	Mangalore	Kannada	**Navanidhi Karyalaya.
Hyderabad	Hyderabad	Hindi	Hindustani Hindi Sabha.
		Telugu Urdu Marathi Kannada	Education Department.
		Telugu	Andhra Saraswatha Parishad.
Bombay	Poona	Marathi	**Regional Social Education Committee.
		Marathi	Samaj Shiksha Mala.
		Kannada	Karnataka Regional Social Education Committee.
	Bombay	Marathi Gujerati Hindi Urdu	*Bombay City Social Education Committee. Rajkamal Publications Ltd.
	Ahmedabad	Hindi	Navjiwan Prakashan Mandir
Madhya-Pradesh	Nagpur	Hindi	*Social Welfare—Department.
		Marathi	
		Hindi	Nav Samaj Press
		Hindi	Shivaji Kajhan Mart Litho Works

State	Town	Language	Agency
Madhya Pradesh	Jabalpur	Hindi	**Mishr Bandhu Karyalaya
	Wardha	Hindi	Akhil Bhartiya Udyog Sangh
Delhi	Delhi	Hindi Urdu	*Idara Talim-o-Taraqqi, Jamia Millia,
		Hindi	**Sasta Sahitya Mandal, Connaught Place
		Hindi	Delhi Public Library
		Hindi	**Sarvodaya Prakashan,
		Hindi	**Samaj Shiksha Prakashan, Chawri Bazar
		Hindi	Saraswati Sadan, Nai Sarak
		Hindi	National Publishing House, Nai Sarak
		Hindi Urdu	Narayan Dutt Sehgal, Fatehpuri
		Hindi	Frank Brothers and Sons
		Hindi	Agricultural Research Institute, Pusa Road
		Hindi	Ranjit Printing and Publishing Company
		Hindi	Atma Ram and Sons
		Hindi	**Pitambar Book Depot
		Hindi	Capital Book Depot
		Hindi	Gulab Singh and Sons

State	Town	Language	Agency
Delhi	Delhi	Hindi	Rajpal & Sons, Kashmiri Gate.
	Jaipur	Hindi	Kanhaya Lal & Sons, Tripolia Bazar.
	Indore	Hindi	Navayug Sahitya Sadan.

**they have produced large number of books.

*they are specialized agencies and have produced large number of books.

ANNEXURE—D

Language : **Hindi**
Type of Material : **Primer**

Name	Method	Pages	Size	Paper	Illustrations			Price	Publishers
					Cover	Double or Multi Colour (Text)	Single Colour (Text)		
Saral Hindi Bhag I	Traditional (Picture-letter-word	47	Crown Quarto	WP	DC	DC 3	129	0-10-0	National Publishing House, Nai-Sarak, Delhi.
Saral Hindi Bhag II		24	,,	,,	,,	Nil	51	0- 6-0	-do-

Other details Part I.

These primers are meant to be used both by children and adults. The picture of an object is shown to the students and they are asked to pronounce the name of the object. Then their attention is drawn towards the sounds in the word they have pronounced and the letters representing the "sound" (generally 2 sounds) are shown to them. Then the

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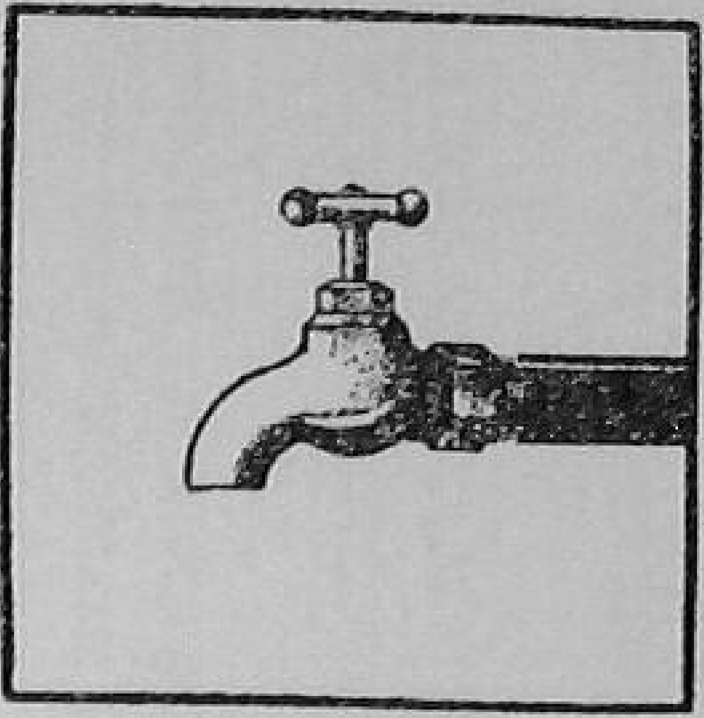

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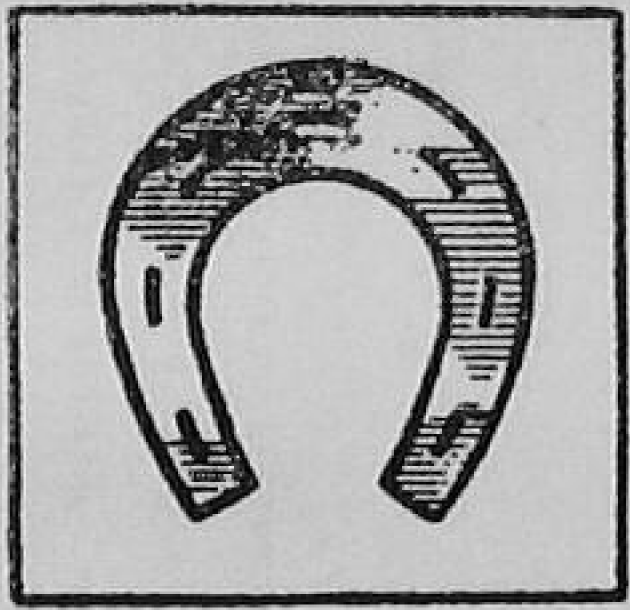

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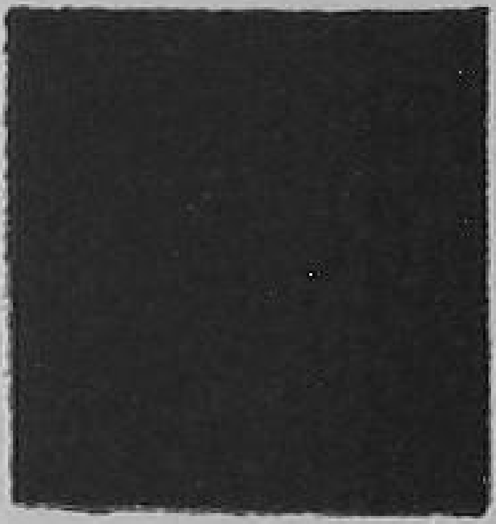

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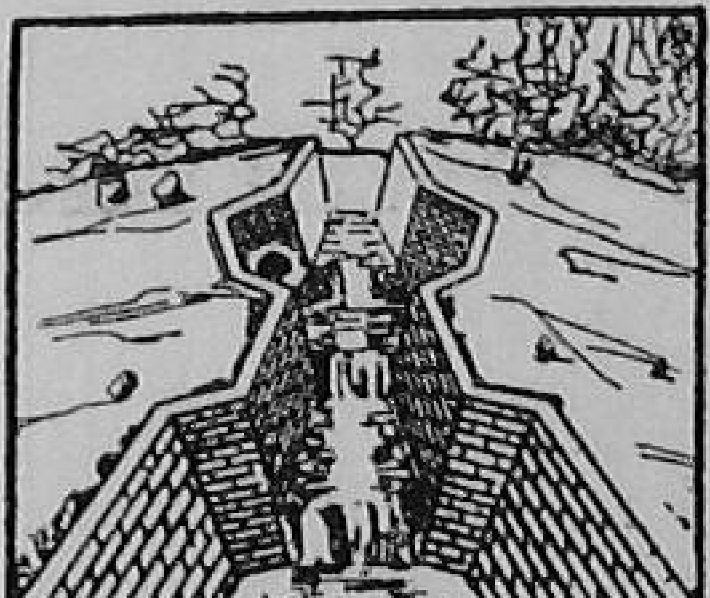

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Illustration No. 1

letters are put together to make the word, which is printed below the object.

2 consonants and the sign for the vowel (A) is taught on the 1st page,

Then these 3 letters are drilled through words such as:

Horse-shoe	red
grandfather	Lata(name)
sewage	bring

(See illustration No. 1)

Part II.

The conjunct consonants have been introduced in this part. The technique is the same the picture the conjunct consonant - the word. The word is then drilled through sentences. The sentences are not connected with each other e.g.

(i) The business man is going through his books sitting on his *seat*. The *wits* are sharpened by *learning*. Erect a bamboo in the *middle* of this field. Why is this beggar standing at the *door* for such a long time. Page-9.

(ii) Come, let us join and pray to God. You go on asking questions. I will go on replying. Take the plate. Bring the *spectacles*. Pandit Nehru will *sure* solve the *Kashmir problem*. Page-17.

The last 3 pages contain poems and running matter.

Both the primers take approximately $4\frac{1}{2}$ months to finish.

These primers are being used by the Delhi State Social Education Department.

ANNEXURE D. 1

Language : **Hindi**
Type of Materials : **Primer**

Name	Method	Pages	Size	Paper	Illustrations			Price	Publishers
					Cover	Double or Multi Colour (Text)	Single Colour (Text)		
Hindi Praveshika Hindi Primer.	Laubach	26	Crown Quarto	WP	MC	MC 65	1		Ministry of Education and the Community Projects Administration Government of India.

Other details :

Based on the theory of "association" the shape of the object, the name of which begins with the letter is to resemble the shape of the letter.
The emphasis, however, is on "word" recognition. Each word is repeated at least 5 times on a page, in "meaningful" sentences. But the sentences are not related to each other, e.g.

आम आ ।	आ आ अ अ
बाबा बा	बा बा ब ब
ताला ता	ता ता त त

बाबा ताला लाता है

दादा ताला लाता है

काका ताला लाता है

नाना ताला लाता है

बाबा आम लाता है

दादा आम लाता है

काका आम लाता है

नाना आम लाता है

Illustration No. 2

(1) This is the *ear* of father
This is the ear of grandfather (paternal)
This is the ear of uncle
This is the ear of grandfather (maternal)—1952 edition Page 3

(2) This is the *neck* of uncle
This is the neck of Kaka (father's elder brother)
This is the neck of grandfather (paternal)
This is the neck of grandfather (maternal)
This is the neck of elephant
This is the neck of stork—1952 edition Page 6.

The primer contains altogether 13 lessons, by the end of which the student is expected to know all the consonants, the vowels, the vowel signs and the conjunct consonants. The primer is intended to take 21 hours of teaching.

The Laubach primers are used by the Literacy House, Allahabad (Uttar-Pradesh), the Allahabad Agricultural Institute and by certain other organizations in North India. But they are widely used in the South. They differ in details from language to language but the basic principles remain the same.

MC—Multi colour WP—White printing

ANNEXURE D. 2.

Language : **Hindi**

Type of Materials : **Primer**

Name	Method	Pages	Size	Paper	Illustrations			Price	Publishers
					Cover	Double or Multi Colour (Text)	Single Colour (Text)		
Chart Pothi Chart Primer	Pathik Method	12	Crown 8 Vo	NP	Printed in double colour			0-1-6	Gaon Bharti Prakashan Gonda Uttar Pradesh.
12 Charts	,,	12	20′×30″	Poster	Printed on both the sides in double colour			2-8-0	do-

Other details

This may be called "chorus-key-word" method. But it is generally known by the name of the author "Pathik" (Shri Shaligram Pathik).

The teacher takes a pen in his hand and talks about it. He chats with the students, tries to break their resistance and take them into his confidence. Then he says "Now please sing with me" and reads the following verse line by line :

कलम से लिखेंगे
कलम से पढ़ेंगे
कलम से जियेंगे
कलम से मरेंगे

कलम

कलम

क ल म

क----ल----म

क = ल = म

१

Illustration No. 3

We will write with the PEN
We will read with the PEN
We will live with the PEN
We will die with the PEN

Now the first chart is opened and the teacher asks "Do you see something red and black on the chart"? Everybody will say yes. Now you ask with boldness, "Can you tell what is written here"? Everybody will be silent. They will get a shock. "This is the blindness of our senses. We ought to make the utmost effort to remove it, we ought to pay the greatest attention".

(See Illustration No. 3)

After these remarks the students are encouraged to "read" the lines and the words on the chart and then the word PEN (the key word) is separated and analysed into its component parts.

The second chart drills the letters (used in PEN) through words. The third chart uses the same letters and 2 vowel signs. These are drilled through sentences such as :

Bring the red pen
Bring the black pen
Bring the black red pen.

The last chart contains all the letters. Each letter is printed with a picture of an object the name of which begins with the letter. This is meant to be a self-teaching device. The author

calls it the "Teacher-chart".

At the end of these charts it is expected that the students will have a fair idea of all the letters (but not the conjunct consonants) These charts may take 12 to 20 days to learn

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NP—News print

ANNEXURE D 3

Language : **Hindi**

Type of Material : **Primer**

Name	Methcd	Pages	Size	Paper	Illustrations			Price	Publishers
					Cover	Double or MultiColour (Text)	Single Colour (Text)		
PAHELI POTHI The First Book	Global (analytic)	40	Crown Quarto	NP	SC	Nil	Nil	0-5-0	A. P. Mande, M.A. (Columbia). Author
DUSARI POTHI	,,	40	,,	,,	,,	,,	,,	0-5-0	-do-
TISARI POTHI	,,	68	,,	,,	,,	,,	,,	0-5-0	-do-

Other details :

This is perhaps the first effort, made in 1946, to prepare a Primer on a purely "Global method". The author writes in the introductory note "According to our scheme, letter recognition is done through songs. The students recognize the letters and the vowel signs in a month, while reading the songs and looking at the letters. Our teachers should never bother to make the students recognize the letters permanently because this is just a confusion created by the old methods of

teaching."

Half of the First Primer contains a common and popular verse on each page printed in 72 points. The students are encouraged to look at them and "read" them. The other half contains poems of well known poets like Tulsidas, Surdas, Kabir etc. (See Illustration No. 4.)

The Second Book contains letters from one of the students of the class to a friend of his in Rangoon. The language of the letters is simple and the style very near to the one used by the villagers in Eastern Uttar Pradesh. The author wishes to teach the students letter writing and to develop, through these letters :

(a) Speed in reading
(b) Comprehension (very common village problems are dealt with)
(c) The habit of thinking about village problems
(d) The habit of healthy thinking.

It seems that it will take six months, 2 hours a day, to finish the course including the Third Book which may be treated as a "Supplementary-book". It deals with village problems in simple language.

The scheme of the introduction of "new words" and their "repetition" is not clear. On the first page, 7 new words have been introduced and none of them have been repeated. On the second, again 7 new words have been introduced and none repeated except one word from page 1,

धीरज धरम

मित्र अरु नारी ।

आपद काल

परखिये चारी ॥

Illustration No. 4

which is repeated twice. On the 3rd page, 7 new words have been introduced and only 2 repeated, one 3 times and one only once. One word from lesson 1 has also been repeated once.

These primers are being used only in a few places in Uttar Pradesh. It seems they are not popular now.

SC—Single colour.
NP—News print.

ANNEXURE D 4

Language : **Urdu**
Type of Materials : **Primer**

Name	Method	Pages	Size	Paper	Illustrations: Cover	Illustrations: Double or MultiColour (Text)	Illustrations: Single Colour (Text)	Price	Publishers
Das Din Men Urdu (Urdu in 10 days.)	Picture-word	32	Demy 8 Vo	WP	DC	The entire primer is printed in double colour		0-8-0	Hayatullah Ansari, Qaumi Awaz Lucknow.
Charts, Flashcards & Writing Exercise Book						Complete set		1-1-6	-do-

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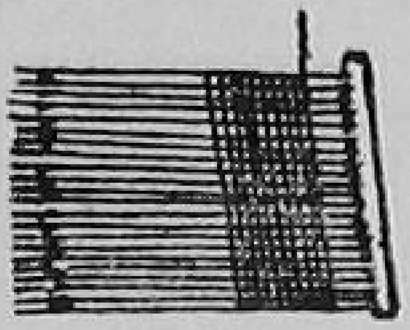
Other details :

Through the help of a picture the student learns a word. Most of the words are bisyllabic. Drill is provided by repeating the words in meaningful sentences.
The sentences used upto page 21 have, however, no relation with one another, e.g.

آیا

آیا آ ۔ ٹاپا لا
راجا آیا ۔ ٹاپا لایا
آیا ۔ لالا آیا

نالا

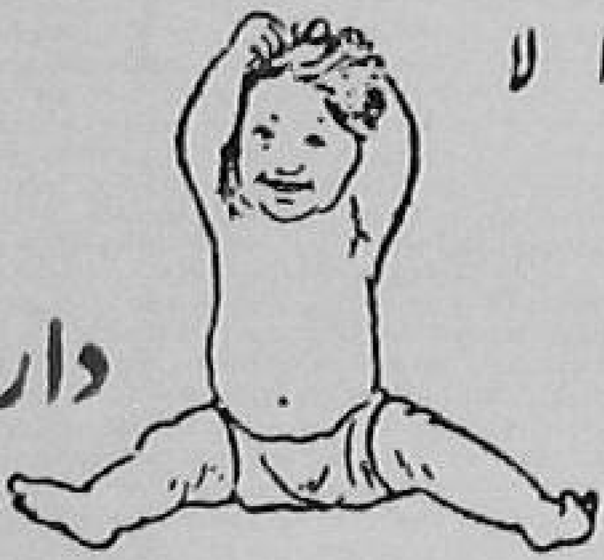


تانا بانا

نانا

بابا آنا آٹا لانا ۔ نانا باجا یا آرا لا

باجا لادا

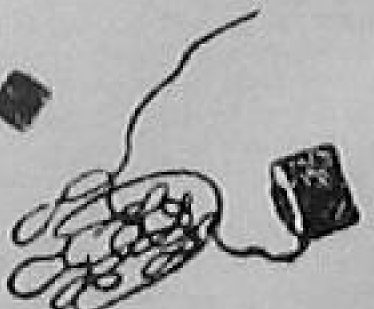


دارا

دارا آیا باجا لایا ۔ داتا آٹا لا

دادا

ناچا



تاگا

چاچا باجا لانا ۔ چارا کاٹا
دارا آپا کا ٹاپا لایا ۔ گانا گایا
تاگا کاتا ۔ رانا ناچا

آرا	آیا	نالا	دارا	دادا	ناچا	چارا	جانا	آنا	گانا
گایا	کالا	کاٹا	ٹاپا	پانا	پایا	آٹا	ناٹا	بالا	داتا

Illustration No. 5

"The father said 'give away the old coat to some beggar today'. Take the bucket and fill it with water from the river. Sing in the night and beat the drum. The mother of the child will sleep on the mat tonight. Spread the mat. She became afraid and ran away".—Page 20.

This method slightly differs from other simple picture-word methods. Here the author has taken pains to see that whenever a new bisyllablic word is introduced one of the syllables is already known, e.g.

(shopkeeper)
(lock)
(star)
(king)

(See Illustration No. 5)

Thus the syllables became the focal point. Though the author's intention seems to be that the students should recognize the words as a whole. The author uses *flash-cards as well to fix the syllables. The device of introducing a new word, one of the syllables of which is already known, may prove of help to students.

The author has laid considerable emphasis in the principle that words or letters should not be told to the students without relating them to something which is known. "If he forgets a word,

show the picture of it on the cover page. If he can't read a word (not represented by a picture), don't spell it out for him but ask him to read words beginning with the letters in the word".

The Primer is intended to take 20 hours (10 days-2 hours a day).
At the end of this period the author claims that "clever students will be able to read and write Urdu. After finishing this the student will be able to read the second and the third readers (perhaps those used in the primary schools) easily and write simple phrases".
The author claims that this primer is becoming popular for teaching Urdu to adults.

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*Sheets of paper on which the syllables are printed. These are to be cut and used by the students for building new words.
WP : White Printing
DC : Double Colour.

ANNEXURE D 5

Language : **Bengali**
Type of Material : **Primer**

Name	Method	Pages	Size	Paper	Illustration: Cover	Illustration: Double or Multi Colour (Text)	Illustration: Single Colour (Text)	Price	Publishers
Ginti Parhaie (Teach Arithmetic)	o(Zero) Method (synthetic)	16	Crown 8 Vo	WP	SC	Nil	Nil	0-3-0	Bengal Mass Education Society, Calcutta.
Paheli Kitab (The First Book)			,,	,,	,,	,,	,,	0-3-0	Author : "Vigyan" Bhikshu

Other details :

This method is rather unique in the sense that it begins teaching, reading and writing from arithmetic. All the numerals emanate from 0 (Zero) and the letters from 0 and or a numeral. The reasons given by the author for this approach are rather interesting :

WP—White Printing, SC—Single colour

"It may be called the synthetic method, since the figures and the alphabet are built up step by step and the students proceed from one lesson to another along the path of least resistance. When the student starts he starts from NOTHING.

THE IDEA OF NOTHINGNESS : When human society was in the making, the ticklish problem prestented itself. When there was something to count they could express it by their figures, but how could the idea be expressed when there was NOTHING to count ?

The man would look at the round canopy of the practically empty and limitless space overhead to seek a solution. Suddenly it dawned on his simple mind that the sky, which looked round, was practically empty, so it could very well represent NOTHINGNESS. Thus he made the biggest discovery of his life, of a shape of NOTHINGNESS, of 0 by imitating the round figure of the sky overhead

So all his numerals emanate from 0 and most of his letters from 0, or the numerals already learnt, somehow or the other. (See illustration No. 6)

The drill for the recognition of letters is provided mostly through unconnected words and some sentences which are not related with each other :

Through words: child sand current knife (drill for the 0 sound) —page 5

Through sentences : clever child, good house, black pen, the tap of water —page 8
the intention of uncle (drill for some consonants)

Illustration No. 6

The conjuncts have been introduced in Primer II.

Both the Language and the Arithmetic Primer are intented to be finished in 75 hours The class should be held for 2 hours every day, out of which 1 hour is to be devoted to teaching and 1 hour to general information. The author has prepared a set of books on different topics to be read to the class by the teacher.

There are no supplementary books after these two primers. The author selects "suitable" books from the market and uses them in this classes after the primers are over.

At the end of 75 hours a set test is given to the students to measure their knowledge and skill in writing, arithmetic and general knowledge. A copy of the test is attached at annexture D 5a. Mr. Vigyan Bhikshu is the first person, so far as I know, to have prepared a set test.

ANNEXURE D 5a

Question paper for examining literacy

Write your answer in the space provided

Introduction

1. What is your name ?..
2. What is your father's name ?......................................
3. Where do you live ?..
4. What is your Police Station ?.....................................
5. How many members are there in your family ?........
6. What is your occupation ?...
7. What are you addicted to ?..
8. How long have you been reading here ?..............
9. How many members in your family can read and write ?...
10. Are you married ?..
11. How many brothers and sisters do you have ?.........

Arithmetic

1. How much land do you have ?.........................
2. How much rent do you pay ?....................................
3. How much interest do you pay ?...........................
4. What is your income per month ?............................
5. How many of each of these do you have in your house?

   Cows ____________ Hens ____________

   Goats ____________ Ducks ____________
6. Write in words :

   5 Maunds 23 Seers ____________
7. If the price of potatoes is Rupees 15/- per maund, what is the price of ½ pao..............
8. How much gundas make 1 chatak..............................

9. How much is 9, 7 and 8..
10. If I take 9 out of 15 how much remains ?..................
11. Divide Rupees 16-13-0 among 4 sons. How much will each get ?..

General Information

1. How many tube wells are there in your village ?.......
2. Is there any disease in your village ?....................
3. What disease requires vaccination ?..............
4. What is the capital of India ?....................................
5. What is the capital of Bengal ?................................
6. Who wrote these books in Bengali :

   Mahabharata__________Ramayana__________
7. What disease is caused by mosquitoes ?............
8. Who is the best poet of our country ?..............
9. What should you do with the waste of your house ?..
10. What is the chief food of plants ?........................
11. Give the names of two rivers of India............
12. Who preached Ahimsa (Non-violence) ?..................
13. What do you like to eat ?...
14. Where was Shri Chaitannya born ?.....................

ANNEXURE D-6

Language : **Kannada**
Type of Material : **Primer**

Name	Method	Pages	Size	Paper	Illustrations			Price	Publishers
					Cover	Double or Multi Colour (Text)	Single Colour (Text)		
A Anna Vadu-kali Come brother let us read.	Alphabetic	8	Crown Quarto	NP	SC	Nil	13	0-3-6 for the full set.	Mysore State Adult Education Council, Mysore.
Ew Annu o Dina Reader II Reader III		48	Crown 8 Vo	,,	DC	,,	15		

Other details :

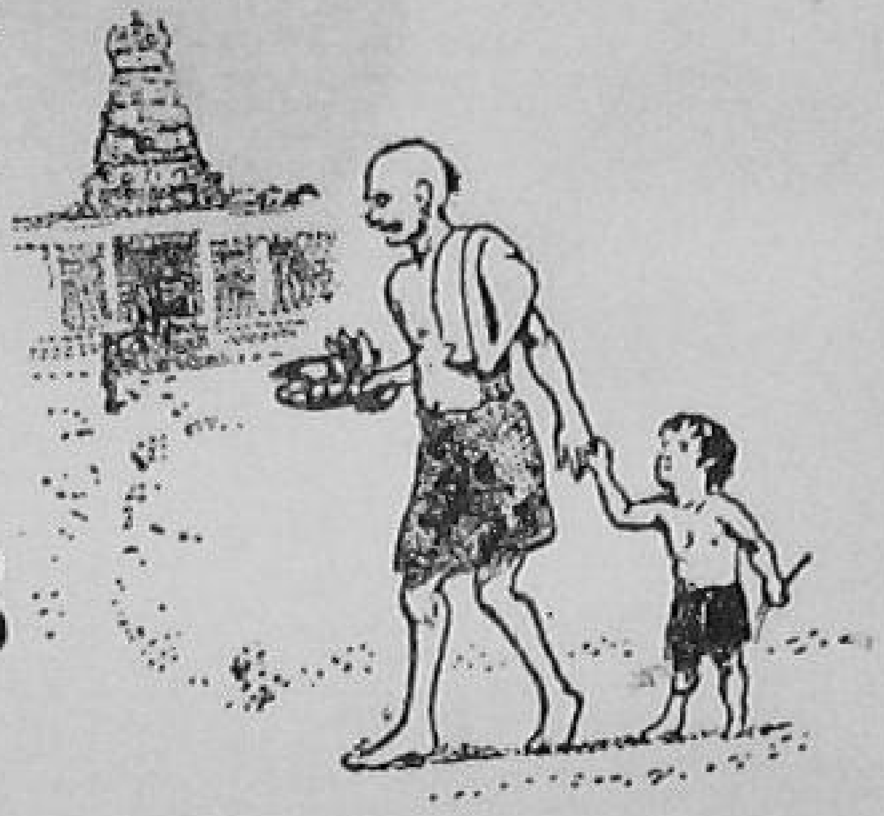
Six letters having similar structure are grouped on each page of the primer. The grouping has

NP—News print. SC—Single colour.

ಹರ ಈರ

ಕರ ಈತ

ಈಗ ರಂಗ



ಂ ರ ಹ ಈ

ಕ ತ ಗ

Illustration No. 7

been done on the presumption that it will be easier to learn to write them as a group.

The drill of the letters is provided through unconnected words, pharases and sentences. There are a few pictures on each page to help recognize certain words. But in the majority of cases the pictures are not likely to prove a help.

The primer is intended to be finished in 12 hours.

After finishing this primer the student is expected to recognize 30 letters of the alphabet.

Reader II introduces the vowel signs and the conjunct consonants. Drill is provided through words, sentences and running matter. The topics selected are close to the life of adults. Sentences are short, and the language is easy.

This is intended to be finished in 63 hours.

At the end of this book the reader is expected to know all the letters of the alphabet and to read anything written in simple language.

Reader III contains stories. narratives and dialogues on interesting topics.

It is intended to be finished in 75 hours.

At the end of these stages, the adult is supposed to be :

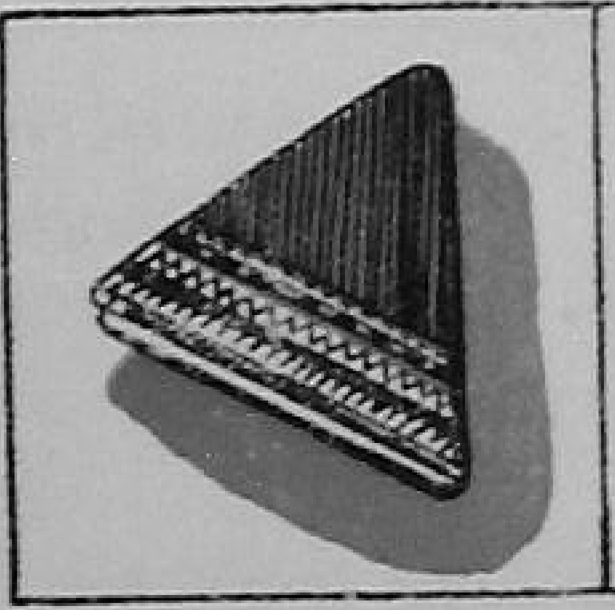
1. in a position to read and understand the newspapers—the advertisements and the news items that appear in them.
2. well versed with the arithmetical tables 1 to 10 and 12 to 16 and acquainted with the arith-

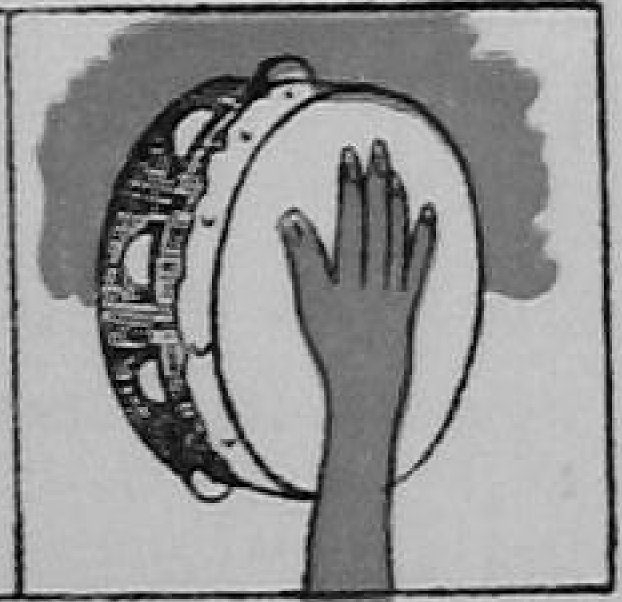
metical calculations which he may have to use in his day-to-day transactions,

3. able to write a letter to a relative or a friend, and tender an application in the correct form when required.

4. possess a general knowledge of the history, geography and socio-economic and political situation of his country.

घर कप





खण डफ

घर कप खण डफ

घण पण रण कण

घड कड पड रड

कफ खप डर कर

खण कर.

डफ पकड.

घ. र. क. प. ख. ण. ड. फ.

Illustration No. 8

ANNEXURE D. 7

Language : **Marathi**

Type of Materials : **Primer**

Name	Method	Pages	Size	Paper	Illustrations			Price	Publishers
					Cover	Double or Multi Colour (Text)	Single Colour (Text)		
Ya Wachun Ya Come let us read	Picture-word	20 (Cards)	$\frac{20'' \times 30''}{32}$	Card-board	SC	DC	80	Nil	Bombay City Social Education Bombay

Other details :

There are 20 Cards, each $7\frac{1}{4}'' \times 5\frac{1}{2}''$, folded once. On the left there are 4 double colour pictures of four objects, their name written below them. Up to lesson 3 the names consist of bisyllabic words.

On the right hand page the words introduced on the left are printed on the top in red colour. Then follows a list of words, made by the permutation and combination of the letters used in the

SC—single colour DC—double colour

words introduced. There are two sentences in the end made of the words just learnt. At the bottom of the page all the letters used in the words introduced, 8 in number, are printed in red. (Illustration No. 8)

The vowel signs have been introduced from lesson 5.

As elsewhere, the Committee was facing the problems of attendance in the classes and lack of time on the part of adults. To overcome these difficulties to some extent, the committee has introduced these "self-teaching pocket-size card".

The set is to be distributed among the students. With the help of the picture they are expected to recognize the words. As all the words are bisyllabic and the languge is phonetic, it is presumed that they would be able to analyse the words themselves into their component parts (letters) and thus learn as well the other new words made up of these letters only. If they forget a letter they will go back to the picture, then to the word and then to the letter.

It is hoped that they would find somebody in their locality who is literate and who would be willing to help. Moreover, the teacher would visit them from time to time to help, encourage and see how they are progressing.

The students are supposed to finish the set in 20 days. When they have finished the set they would come to the class for regular instruction.

The committee hopes that thus the difficulties of making learn the basic skills in the class will

be over. Afterwards they will require "just a little help" from the teacher to become "literate". The committee is as yet experimenting upon this method. The result of the experiment, if conducted on scientific lines, would be of great interest to all those engaged in the difficult task of teaching the adults to read and write.

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ANNEXURE E

Language : **Hindi**

Type of Materials : First Stage Supplementary-books

Name	Content	Page	Size	Paper	Illustration			Price	Publisher
					Cover	Double or Multi Colour (Text)	Single Colour (Text)		
1. Mahabharat	The story of the Kauravas and the Pandavas.	16	Crown Quarto	WP	MC	DC		0-15-0	Samaj Shiksha Prakashan, Delhi.
2. Netaji (Subhas Chandra Bose)	Life sketch of Subhas Chandra Bose,	16	,,	,,	DC	,,		0-15-0	-do-
3. Brave ladies	Biographical sketches of some famous women.	16	,,	,,	,,			0-12-0	-do-
4. Three great men	Biographical sketches of the Buddha, Swami Dayanand-			,,	,,			0-12-0	-do-

	and Tagore.								
5. Our Ram	The story of Ram and Sita.	28	Foolscape Quarto	,,	Nil	SC 26		0-12-0	Saraswati Sadan, Delhi
6. Stories Part 1,	Moral stories.	16	Demy 8Vo	,,	DC	DC 7	Nil	0- 5-0	Idara Talim-o-Taraqqi, Delhl.
7. Stories Part 2.	,, ,,	16	,,	,,	DC	DC 7	,,	0- 5-0	-do-
8. Puran the Saint.	Moral story	36	,,	,,	SCI	Nil	30	0- 6-0	National Publishing House, Delhi.
9. Ram Lal's story	Advantages of good manure and control of soil erosion.	50	Royal 8 Vo	SC	MC	Nil	23		Education Directorate, Delhi State
10. Village service.	We should co-operate with each other to keep the village clean.	16	,,	WP	DC	,,	6	0- 3-0	Mishr Bandhu Karyalaya, Jabalpur.
11. Ali Baba and the forty thieves.		24	Foolscap Quarto	WP	SC	DC 4	Nil	0- 8-0	Pustak Bhandar, Patna.

12. A story	Importance of medical aid.	32	Crown 8 Vo	DC	Nil	Nil	4	0- 6-0	National Publishing House, Delhi.
13. The villages of the province.	All villages belong to the entire people of the village. All the village people are brothers and sisters.	16	,,	WP	DC	Nil	7	0- 3-0	Mishr Bandhu Karyalaya, Jabalpur.
14. Easy letter writing.		32	,,	WP	DC	Nil	Nil	0-12-0	Saraswati Bhawan, Delhi.

WP white printing MC multi-colour
SCI super calender DC double colour
SC single colour

ANNEXURE F

Syllabus for Adult Literacy Course—First Three Months

(Social Education Branch, Delhi State Directorate of Education)

Language

Reading

Ability to read simple matter printed in bold type of the standard of the *reader*. The newspapers "HAMARA GOAN" & "HAMARA SHAHAR", *Letters* written in bold type, names of persons and familiar places.

Writing

Names, father's name and address of self. Names of persons and familiar places. Simple passages to be copied from the reader and simple words to dictation.

Recitation

At least three National and moral songs and bhajans. Recognition of national anthem.

Practical Arithmetic

Counting upto 100 and simple addition and subtraction upto 100. Tables of rupees, annas and pies ; maund, pansari and seers ; fraction of seers up to chhatanks and yard and girah.

Recognition of the above measures and currency notes

and coins of Rs. 10/-, 5/-, 2/- & 1/-. Simple idea of interest, profit and loss and simple calculation involving unitary method as required in everyday life.

Hygiene

Value of experience, rest, ventilation, food and air, personal and local cleanliness. Food, milk, vegetables, balanced food, poisoned food, carriers of diseases, ordinary seasonal diseases and their prevention, epidemics and their prevention, etc.

Civics

Self-government, its implications and obligations; value of the vote, the Panchayat, District Board, Municipal Board, Assembly and Parliament. The village Social Order & Social Brotherhood, Evils of idleness, drinking and indebtedness. Our duty towards neighbours, family, village and State.

Rural Economics

Rural indebtedness, productive power of land, manure, irrigation, modern methods of farming, improved seeds, animal husbandry, consolidation of holdings, developmental projects.

Geography & History

Visual idea of Delhi, India and the world. Main crops, Rain-fall, snow, days and nights, dust storms, industries, communications, transport and trade. The struggle for independence.

Vocational

Three crafts, according to convenience, out of the following : Knitting, tailoring, weaving, embroidery, soap making, wax work, paper work, clay modelling, basket making, cardboard work, rope making, fret work, laundry work, leather work, jute work, smithy and carpentry work, tin plating, wire work, plastic and cane work, pottery painting, pickles and preserves, papier mache etc. etc.

Extra Activities.

Recreation : Games, music and radio, physical exercises.

Cultural : Dramas, folk-dances, kirtans, kathas and Prabhat pheris.

Literacy and follow-up : Library, discussion, debates and lectures and Kavi samelan.

Audio-Visual : Film and exhibitions.

Manual : Sanitation drives, street paving, road construction, improving wells, ventilation and such other necessities of the village. Tree plantation, soak-pits, manure pits, trench latrines etc.

Social : Priti Bhoj, picnics and festivals.

Books to be followed

Text Books

Primer, Saral Hindi I, Ram Lal Ki Kahani and Bhasha Sadan

Supplementary Books

(1) Site Parikssha (2) Apna Gaon (3) Hamare Ram I (4) Hamare Ram II (5) Mahabharat (6) Hamare Bapu

ANNEXURE F.

Syllabus for Adult Literacy Course-2nd Three Months

Language

Reading : Ability to read *simple books specially written for new literates.* Ability to read *every day letters* and such other literature such as *newspapers, periodicals* etc. etc.

Writing : Ability to write simple passages from their textbooks and of that standard from outside to dictation.

Ability to write simple family letters, receipts, Hullias and postal forms.

Ability to reproduce simple stories from the books.

Recitation : Ability to recite bhajans and dramas, padya, chapies, kundlies and Allah lines according to taste and requirement.

Arithmetic : Counting up to a thousand, simple addition and subtraction involving calculation up to a thousand, current measures of time, length, weight, money etc.

Ability to write household accounts according to Mahajani methods and knowledge of profit and loss, interest and revenue charges.

Idea of accounts with banks, deposit and withdrawals, receipts, cheques, stamps and cross cheques.

Hygiene and Sanitation : Further knowledge of the

value of the exercises, games, rest, food, air, milk and water.

Food values of the cereals, pulses, rice, green and dry vegetables and fruits. Balanced diet, poisoning, food.

Clothing and Shelter : Understanding of a healthy house and use of woollen, cotton clothes, loose and tight.

Knowledge of diseases, carriers of diseases, seasonal epidemics, contagious and infectious diseases. Their hereditary transformation, prevention and cure.

Civics : Formation of working Panchayat, local bodies, assemblies, Parliament and United Nations. Idea of the Objectives of United Nations and world brotherhood. How it is based on social relationship and national brotherhood. Our Constitution and how it works- Local administration in detail. Our duty to the State, country and the world.

Rural economics : Knowledge about improved method of farming, manure preparing and irrigation projects. Joint family system and village brotherhood and interdependence—the co-operative movement, formation of a co-operative credit societies, producers and consumers stores and multi-purpose co-operative societies. Study of devleopmental need of villages and how to meet them.

Geography and History : Formation of day and night, seasonal rainfall and knowledge of physical geography of India with special emphasis on Delhi.

Important places of pilgrimages in the country, the Vedic Age, touching only the important points connected with the struggle for freedom. Our national heroes and present leaders.

Main crops : Knowledge of soil and manure effect, with special reference to local needs. The village crafts, industries, transport and trade. Importance of certain place as production and trade centres.

Vocational :

Advance knowledge of the three crafts of the following : Knitting, tailoring, weaving, embroidery, soap making, wax work, paper work, clay modelling, basket making, cardboard work, rope making, fret work, laundry work, leather work, jute work, carpentry and smithy, tin plating etc. etc.

Extra activities :

(1) *Recreation* : Physical exercises, games, music, radio etc.

(2) *Cultural* : Drama, folk-dances, folk-songs, kathas, kirtans, Prabhat pheries.

(3) *Literacy* : Reading room and library, discussion, debate groups, lectures, kavi samelan, writer's clubs etc.

(4) *Audio-Visual* : Films and exhibitions.

(5) *Social* : Priti bhoj, picnic and festivals,

(6) *Manual* : Sanitation drives, street paving, road

construction, improving wells, and house ventilation. Utility of smokeless chulas, and use of firewood instead of cow dung. Tree plantation, construction of soak-pits and manure pits and digging of latrines.

Books to be followed :

Textbooks :

(1) Gyan Deep I and II (2) Gaon and Kheti

Supplementary Books :

(1) Panch Sala Yojna (2) Hamare Panchayat (3) Kisan (4) Geet Mahabharat (5) Geet Gita (6) Geet Ramayana

Delhi State Directorate of Education.

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Syllabus for the First Test (Stage)

Regional Social Education Committee for Maharashtra

(I) Language

(1) *Reading :*

Reading any primer and any simple book, not more difficult than the departmental first reader. Reading the headlines from the newspapers and simple sentences clearly written on black-board. Conjunct consonants of most frequent occurence need only be introduced.

(2) *Writing :*

Writing simple sentences with common words not containing conjunct consonants ; signing one's own name; and writing one's full name and address, as also names of nearest relatives and things commonly used. Writing short sentences from text and of every day use. They should be able to write such word separately. Use of full point.

(3) *Recitation :*

A few selected verses about 20 lines including convenient units which are sung in festivals. National Song.

(II) Arithmetic

(1) *Simple Arithmetic :*

1. Counting up to 100, (arranging groups of 10, up to 100).

2. Writing and reading numbers upto 100.

3, Multiplication tables of 2×5, 3×5 and 4×5.

4. Idea of a fraction : 1/2, 1/4, 2/4 reading these in the "Reghi" symbols.

5. Adding and substracting of numbers upto 20.

(2) *Practical Arithmetic* :

(1) Idea of recognition of :

(a) All coins and currency notes upto Rs. 10/-

(b) Seer, Tola, paylee, etc. (The local weights and measures). He should be able to find the weight of a given thing and to weigh a thing of a given weight.

(c) He should be able to measure grain by pylees, seers and keep a note of the quantity measured.

(d) A yard, a foot and an inch. He should be able to measure the length of a piece of cloth.

(e) In rural areas, he should have a rough idea of a Bigha and Acre and Guntha.

2. Giving change for a Rupee after deducting a given amount.

3. Simple calculations required in practical life with the help of tables already studied.

(III) Health and Hygiene

(a) The importance of cleanliness—its effects with special reference to any unclean habits prevalent in the locality.

Personal cleanliness (body and clothes) and social cleanliness—How and why to keep surroundings clean.

(b) Balanced diet—what it includes, suitable diet for children, adults and patients.

(c) Need of rest, use and misuse of rest, exercise for young and old. Sleep—duration of sleep for children and adults.

(d) Regularity of life, health habits.

(e) Importance of pure water—dangers of impure or dirty water and milk, stale food, simple ways of purifying water.

(f) Importance of proper light and ventilation.

(g) Maternity, pre-natal and post-natal care, bringing up children.

(h) First Aid to the injured (elementary).

(i) Evils of drinking and smoking.

(IV) Civics

The family—the home—how based on the principle of co-operative.

(a) How we are governed.
(b) Local self-governments—Gram-Panchayat, Municipality, Local and School Boards.
(c) Local Officers and their duties—Policeman, Patil etc. (for rural areas)
(d) Duties and rights of citizenship—Respect for law and order.
(e) Elections, the vote, how it is exercised, what it means.
(f) Removal of untouchability.
(g) Dangers of indebtedness. Thrift.
(h) Safety first (for cities).

(V) **History**

1. Stories from the epics.
2. Incidents of stories from local history and lives of saints and great men of India.
3. Story of our struggle for independence.

(VI) **Geography**

The Cardinal points—finding them during day and night.

1. Knowledge of the seasons, almanac, tides, moon-rise etc. The local geography from the economic point of view, resources, imports and exports.
2. Neighbouring States in India—the people, their occupations.
3. What we grow, what we import and what we export, local markets.
4. Places of interest in and around (for cities)

(VII) **Principles and Practice of Co-operation**

Importance of the principle and practice of co-operation in life.

(VIII) Every Day Science (*for urban and rural areas*)

Science in every day life—Some information in broad outline of the various appliances and machines etc. usually met with e.g. water pumps, tractors, flour mills etc.

Industry (for big cities)

1. Local industries
2. Work in factories.
3. Factory laws
4. Safety in work-shops
5. Labour legislation

(IX) Agriculture (*Only in rural areas*)

India—an agricultural country—present food scarcity—the grow-more-food "campaign".

1. Enriching the soil, local manures.
2. Destroying agricultural pests.
3. Care of the live-stock.
4. Faulty practice in agriculture.
5. New methods used in agriculture.

(X) General Knowledge

(a) The post office—letters, money orders, telegrams, telephones etc.
(b) The postal saving bank, national saving certificates etc.
(c) Reading a calender.
(d) Noting time from a watch or clock.
(e) Current news.
(f) Information about the nearest schools, police stations, post offices, dispensaries, hospitals, (human and veterinary), banks, social centres, agricultural farm.

(XI) Recreation

Bhajans, Songs, Barba, Fugadi, local games, wrestling and Kavi Sammelan.

(XII) Local crafts and handicrafts.

Note : Under the heads III, IV, VI, VII, VIII and IX simple elementary information should be given in first test classes. More detailed information should be given in second test classes.

SYLLABUS FOR THE II TEST

(I) Reading with understanding*

Any book of the standard of departmental 3rd standard Reader, local newspaper, and an easy story book.

(II) Writing :

(i) To enable the adult to write independently a short paragraph of not more than 10 lines describing any particular occasion, writing an application or a domestic letter. The social education worker should also teach the adult to fill in money order form, and forms in connexion with the deposits and withdrawals of money from the postal savings bank.

(ii) Care should be taken to see that the adult gains an acquaintance of the use of conjunct consonants of frequent occurance at this stage.

(III) Recitations :

(i) To enable the adult to recite the complete National Anthem, Jan-Gan-Man and Vande Mataram.

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*To achieve this the social education worker should take care to teach the adult to read at least 3/4th of the text book—selected by the Committee. The social education worker should occasionlly put questions on the portion read by the adult and try to test his power of understanding. The social education worker should also help the adult to read anyone of the supplementary books approved by the committee or any portion from the issue of the magazine brought out by the committee.

(ii) To help them to recite at least 2 verses by popular saints or writers.

(iii) To enable the adult to make a brief speech proposing a man to the chair. Or proposing vote of thanks, in 2 minutes.

(IV) **Arithmetic :** *

(i) Four fundamental operations of numbers involving upto 1000.

(ii) Tables upto 10×10, 12×10 and 16×10.

(iii) Tables of measures of local use, weights, length, area, acres and time.

(iv) Knowledge regarding notation of fraction and use of these in computation of prices.

(v) Practical, simple aspects of interest—Loans, bank account percentages, etc., computing interest, knowledge of national savings certificates.

(V) **General Information (Civics) :**

(i) Adults in the class should be introduced to the lives and work done by some great men—such as saints, social reformers and others in India.

(ii) Information about State and Union Government, as well as district local boards and village panchayats.

(iii) Election to legislature.

(iv) Set-up of different government departments at

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*The social education worker should help the adult to understand the tables referred to above. He should also teach him to maintain an account of personal transactions involving not more than Rs. 10/-.

State level, their heads, their functions, their head, quarters.

(To give particular information about the following departments :

Agriculture, dairy-farming, poultry farming, cattle-breeding, sheep-breeding, bee-keeping, co-operation, rural development, irrigation, health, sanitation, welfare, education, roads, marketing, etc.).

(v) The common epidemics. How to prevent them. Popular but wrong ideas about diseases.

(vi) Activities of the co-operative department : and co-operative shop. The co-operative bank.

(IV) Scientific Information :

Explaining the scientific background of the craft followed by the adults in the locality. The economic aspects of the craft and its place in the life of the villagers.

Any one of the following crafts suited to the local conditions may be selected and taught to the adults, should requisite conditions be favourable.

Agriculture, horticulture, spinning and weaving, needle-work, carpentry, leather work, pottery etc.

An idea of the modern development in the field of cottage industries should be given. The adult should also be taught as to how production is affected by the introduction of oil, steam power and electricity.

In women's classes some information about home crafts, specially cooking, nutrition, tailoring, child welfare and family planning should be given.

(V) Practical Work

Hygiene-Gram Safai (village cleaning)

Trench latrines, cleaning the local wells, tanks and water pools, cleaning the village, school, chowdi, temples and Dharamshalas etc.

Practical work in first aid :

Burns, scalds, cuts, bruises, bites (scorpian bites, snake bites, dog-bites, etc.), accidents (drowning, poisoning, bleeding, fire, etc.)

(VI) Entertainment :

Bhajans, Kirtans, Garbas, Yaksha-gayanas, dramas, dances, rhythmical activities, like lazims and tipries and celebration of festivals of local and national importance.

(Adults should be given a practical project to organize celebrations and to look after the *safe* conduct of a village fair. They should also be encouraged to organize themselves as village defence workers, health and culture squads (Kala Pathaks). The adults may be encouraged to organize excursions to places near about with a view to seeing historic places and arranging picnic parties).

Note : More detailed information on the topics in the first test under heads III, IV, V, VI, VII, VIII and IX should be given in the second test classes.

To encourage the adults to organize a community centre for the entire village with local co-operation and, through this Centre, organize any two of the following

activities :—

(i) To make an approach road of one furlong in length.

(ii) To erect a watering place.

(iii) To erect bund to prevent erosion of the soil.

(iv) To dig compost pits.

(v) To encourage adults to co-operate with each other in the prosecution of agricultural activities. *viz.* weeding, ploughing, sowing, harvesting, etc.

(vi) To encourage adults to start multi-purpose co-operative societies.

(vii) To acquaint the adults with the improved methods of agriculture, farming and cattle breeding and to give them information about the common ailments prevailing among the village cattle and suggesting the ways and means to prevent them.

(viit) The adults should also be given an idea of the exports and imports of his village and taluka.

(*N.B.*—Through this community centre attempts should be made to secure the help, guidance and co-operation of officers of various government departments).

PUBLISHED IN FEBRUARY 1957 BY THE INDIAN ADULT EDUCATION ASSOCIATION 30 FAIZ BAZAR DELHI AND THE RESEARCH TRAINING & PRODUCTION CENTRE JAMIA MILLIA JAMIANAGAR

Price Rs. 2/8/-

Printed at the Kishore Printing Works, Chandni Chowk, Delhi.